

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
C.W. Haman Elementary School	43-69674-6048847	March 5, 2024	June 13, 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 C.W. Haman Elementary School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

The Haman staff will meet each student at their individual learning level by setting individual learning goals utilizing data from iReady, CAASPP, etc.), appropriate interventions and extensions as needed.

Educational Partner Involvement

How, when, and with whom did your C.W. Haman 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

In December 2023 and March 2024 Haman's School Site Council reviewed progress on school goals, student data, the current budget and needs for the 2024-2025 school year.

In March 2024, the Haman staff reviewed progress on school goals, student data, the current budget and needs for the 2024-2025 school year.

On March 5, 2024, Haman's School Site Council approved the 2024-2025 school plan for student achievement.

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.

Math Academic Performance - Students with Disability is orange

ELA Academic Performance - Students with Disability is orange

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

Math Academic Performance - all students is yellow

Suspension Rate - all students is yellow

Other Needs

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

Math CAASPP - English Learners / Hispanic

ELA/ELD/Foundational Literacy Skills - All Students (Focus for 2024-2025 school year)

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level C.W. Haman 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	1.2%	0.90%	0.31%	4	3	1
African American	1.7%	2.40%	2.51%	6	8	8
Asian	19.8%	17.66%	15.99%	69	59	51
Filipino	4.0%	2.99%	4.39%	14	10	14
Hispanic/Latino	35.2%	40.12%	40.13%	123	134	128
Pacific Islander	%	%	0%			0
White	27.5%	27.84%	26.96%	96	93	86
Multiple/No Response	6.9%	6.29%	7.84%	24	21	25
Total Enrollment				349	334	319

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	75	70
Grade 1	57	60	53
Grade 2	51	51	59
Grade3	49	45	47
Grade 4	61	44	45
Grade 5	51	59	45
Total Enrollment	349	334	319

Conclusions based on this data:

1. Overall school enrollment has declined from year to year by at least 15 students less each year.
2. Haman's enrollment still remains above 300 students.

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)	66	72	52	18.90%	21.6%	16.3%
Fluent English Proficient (FEP)	29	32	38	8.30%	9.6%	11.9%
Reclassified Fluent English Proficient (RFEP)	3	19	21	4.5%	5.7%	6.6%

Conclusions based on this data:

1. In 2022-2023, 52 English Learners were classified as English Learners.
2. In 2022-2023, 38 students were classified as Fluent English Proficient.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	44	44	0	44	41	0	44	41	0.0	100.0	93.2
Grade 4	58	43	49	0	43	47	0	43	47	0.0	100.0	95.9
Grade 5	48	58	43	0	57	43	0	57	43	0.0	98.3	100.0
All Grades	154	145	136	0	144	131	0	144	131	0.0	99.3	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2420.		15.91	24.39		25.00	24.39		29.55	26.83		29.55	24.39
Grade 4		2486.	2462.		32.56	21.28		13.95	29.79		30.23	19.15		23.26	29.79
Grade 5		2510.	2529.		22.81	32.56		28.07	30.23		28.07	20.93		21.05	16.28
All Grades	N/A	N/A	N/A		23.61	25.95		22.92	28.24		29.17	22.14		24.31	23.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.64	21.95		63.64	68.29		22.73	9.76
Grade 4		34.88	21.28		46.51	65.96		18.60	12.77
Grade 5		15.79	20.93		68.42	65.12		15.79	13.95
All Grades		20.83	21.37		60.42	66.41		18.75	12.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.27	7.32		68.18	65.85		29.55	26.83
Grade 4		16.28	8.51		65.12	65.96		18.60	25.53
Grade 5		19.30	25.58		63.16	55.81		17.54	18.60
All Grades		13.19	13.74		65.28	62.60		21.53	23.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.36	14.63		72.73	70.73		15.91	14.63
Grade 4		20.93	10.64		65.12	78.72		13.95	10.64
Grade 5		8.77	18.60		77.19	72.09		14.04	9.30
All Grades		13.19	14.50		72.22	74.05		14.58	11.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.36	12.20		70.45	68.29		18.18	19.51
Grade 4		23.26	12.77		65.12	74.47		11.63	12.77
Grade 5		19.30	30.23		66.67	55.81		14.04	13.95
All Grades		18.06	18.32		67.36	66.41		14.58	15.27

Conclusions based on this data:

1. In 2022-2023 the CAASPP English Language Arts / Literacy scores revealed that 48.78% of third grade students met or exceeded standard.
2. In 2022-2023, the CAASPP English Language Arts / Literacy scores revealed that 51.07% of fourth grade students met or exceeded standard.
3. In 2022-2023, the CAASPP English Language Arts / Literacy scores revealed that 62.73% of fifth grade students met or exceeded standard.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	44	44	0	44	44	0	44	44	0.0	100.0	100.0
Grade 4	58	43	49	0	43	49	0	43	49	0.0	100.0	100.0
Grade 5	48	58	43	0	57	43	0	57	43	0.0	98.3	100.0
All Grades	154	145	136	0	144	136	0	144	136	0.0	99.3	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.	2412.		13.64	13.64		31.82	25.00		20.45	22.73		34.09	38.64
Grade 4		2485.	2460.		27.91	18.37		30.23	26.53		20.93	24.49		20.93	30.61
Grade 5		2490.	2500.		19.30	20.93		10.53	20.93		35.09	20.93		35.09	37.21
All Grades	N/A	N/A	N/A		20.14	17.65		22.92	24.26		26.39	22.79		30.56	35.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.73	18.18		43.18	40.91		34.09	40.91
Grade 4		41.86	28.57		30.23	30.61		27.91	40.82
Grade 5		15.79	18.60		47.37	41.86		36.84	39.53
All Grades		25.69	22.06		40.97	37.50		33.33	40.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.64	13.64		56.82	56.82		29.55	29.55
Grade 4		20.93	20.41		53.49	42.86		25.58	36.73
Grade 5		17.54	25.58		52.63	46.51		29.82	27.91
All Grades		17.36	19.85		54.17	48.53		28.47	31.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.73	6.82		47.73	68.18		29.55	25.00
Grade 4		20.93	18.37		51.16	55.10		27.91	26.53
Grade 5		17.54	16.28		52.63	60.47		29.82	23.26
All Grades		20.14	13.97		50.69	61.03		29.17	25.00

Conclusions based on this data:

1. In 2022-2023, the CAASPP Mathematics scores revealed that 38.64% of third grade students met or exceeded standard.
2. In 2022-2023, the CAASPP Mathematics scores revealed that 44.90% of fourth grade students met or exceeded standard.
3. In 2022-2023, the CAASPP Mathematics scores revealed that 41.83% of fifth grade students met or exceeded standard.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1438.6	1413.1	1410.3	1446.9	1427.6	1421.9	1419.2	1378.5	1382.9	21	17	16
1	*	*	*	*	*	*	*	*	*	9	10	10
2	*	*	1461.3	*	*	1465.8	*	*	1456.6	4	5	12
3	*	*	*	*	*	*	*	*	*	7	6	7
4	*	*	1475.0	*	*	1471.5	*	*	1478.1	6	6	11
5	*	*	*	*	*	*	*	*	*	5	9	4
All Grades										52	53	60

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.00	0.00	25.00	25.00	47.06	31.25	25.00	35.29	12.50	20.00	17.65	31.25	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	16.67	*	*	33.33	*	*	33.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	36.36	*	*	18.18	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	7.55	16.67	28.00	32.08	33.33	18.00	39.62	23.33	22.00	20.75	26.67	50	53	60

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.00	11.76	18.75	25.00	35.29	37.50	20.00	35.29	18.75	20.00	17.65	25.00	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	25.00	*	*	41.67	*	*	8.33	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	36.36	*	*	18.18	*	*	9.09	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	9.43	26.67	30.00	33.96	36.67	8.00	43.40	13.33	22.00	13.21	23.33	50	53	60

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	0.00	6.25	20.00	29.41	18.75	35.00	41.18	43.75	20.00	29.41	31.25	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	8.33	*	*	25.00	*	*	50.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	36.36	*	*	9.09	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	11.32	5.00	24.00	18.87	25.00	34.00	35.85	31.67	26.00	33.96	38.33	50	53	60

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.00	29.41	25.00	55.00	64.71	56.25	15.00	5.88	18.75	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.00	35.85	30.00	38.00	54.72	46.67	18.00	9.43	23.33	50	53	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.00	0.00	31.25	45.00	76.47	31.25	20.00	23.53	37.50	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.00	3.85	41.67	36.00	61.54	30.00	22.00	34.62	28.33	50	52	60

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	0.00	12.50	65.00	76.47	68.75	15.00	23.53	18.75	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	8.33	*	*	33.33	*	*	58.33	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	9.43	5.00	56.00	58.49	56.67	24.00	32.08	38.33	50	53	60

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	17.65	31.25	35.00	58.82	25.00	25.00	23.53	43.75	20	17	16
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	16.67	*	*	33.33	*	*	50.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	15.38	16.67	48.00	55.77	43.33	28.00	28.85	40.00	50	52	60

Conclusions based on this data:

1. Between the years 2020-2021 and 2022-2023, the total number of English Learners tested ranges from 50-60 students each 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
319	37.9	16.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in C.W. Haman 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	16.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	121	37.9
Students with Disabilities	56	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.5
American Indian	1	0.3
Asian	51	16
Filipino	14	4.4
Hispanic	128	40.1
Two or More Races	25	7.8
White	86	27

Conclusions based on this data:

- The 2022-2023 student population included 37.9% socioeconomically disadvantaged, 16.3% English Learners, 17.6% Students with Disabilities and 0% Homeless.

2. The 2022-2023 the largest subgroups of enrollment by Ethnicity or Race is 40.1% Hispanic, 27% White and 16% Asian.

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
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. The 2023 Fall Dashboard reported that students performance in English Language Arts is in the green area.
2. The 2023 Fall Dashboard reported that students performance in Mathematics is in the yellow area.
3. The 2023 Fall Dashboard reported that the Suspension Rate is in the yellow area.

School and Student Performance Data

Academic Performance English Language Arts

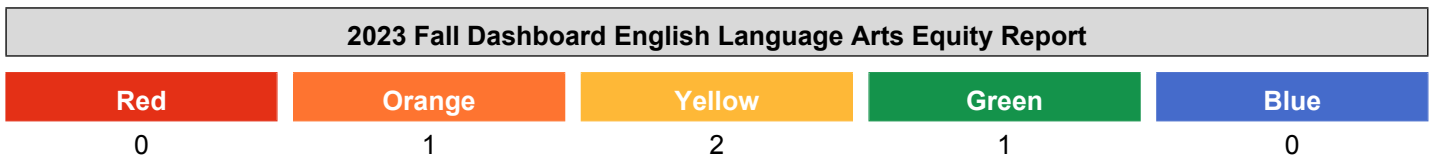
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students	English Learners	Foster Youth
 Green 4.5 points above standard Increased +4.4 points 133 Students	27.5 points below standard Decreased -10.5 points 28 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 28.4 points below standard Increased Significantly +23.3 points 53 Students	 Orange 53.3 points below standard Decreased Significantly -33.2 points 32 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	49.2 points above standard Decreased -3.5 points 17 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.5 points below standard Increased +3.5 points 53 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	 Green 0.7 points above standard Increased +7.5 points 43 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.7 points below standard Decreased -8.9 points 14 Students	19.6 points above standard Decreased -5.1 points 14 Students	5.6 points above standard Maintained -0.1 points 96 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard Current English Learner is 74.7 points below standard in English Language Arts. These students decreased 8.9 points.
2. The 2023 Fall Dashboard Reclassification English Learners is 19.6 points above standard in English Language Arts. These students decreased 5.1 points.
3. The 2023 Fall Dashboard English Only is 5.6 above standard in English Language Arts. These students maintained 0.1 points.

School and Student Performance Data

Academic Performance Mathematics

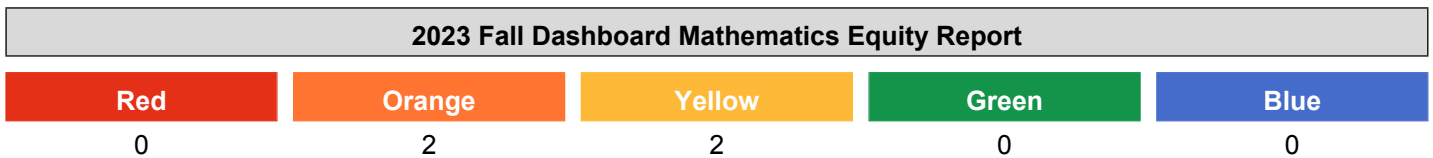
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 19.1 points below standard Maintained +0.5 points 132 Students	English Learners 34.1 points below standard Increased +7.8 points 28 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 61.7 points below standard Maintained +2.4 points 52 Students	Students with Disabilities Orange 63.9 points below standard Decreased Significantly -18 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	20 points above standard Decreased -9.8 points 17 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.3 points below standard Increased +8.2 points 52 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	 Yellow 26.9 points below standard Increased Significantly +18.4 points 43 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
61 points below standard Increased +8.8 points 14 Students	7.3 points below standard Increased +10.7 points 14 Students	16.7 points below standard Decreased -4.2 points 95 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard reported that Current English Learner is 61 points below standard in Mathematics. These students increased 8.8 points.
2. The 2023 Fall Dashboard reported that Reclassification English Learners is 7.3 points below standard in Mathematics. These students increased 10.7 points.
3. The 2023 Fall Dashboard reported that English Only of 95 students is 16.7 points below standard. These students decreased by 4.2 points.

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

English Learner Progress
66.7 points above standard making progress towards English language proficiency
Number of EL Students: 36 Students Performance Level: 5

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
0	9	0	24

Conclusions based on this data:

1. In 2023, the dashboard reflected that 0 of English Learners decreased one ELPI level in Language Acquisition results.
2. In 2023, the dashboard reflected that 9 English Learners maintained ELPI level 1, 2L, 2H, 3L or 3H in Language Acquisition results.
3. In 2023, the dashboard reflected that 24 English Learners progressed at least one ELPI level in Language Acquisition results.

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		
All Students Red 23.8% Chronically Absent Increased 2.3 344 Students	English Learners Orange 20.6% Chronically Absent Declined -4.1 68 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 27.5% Chronically Absent Declined -2.6 138 Students	Students with Disabilities Orange 28.6% Chronically Absent Declined -4.3 77 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Yellow 10.5% Chronically Absent Declined -5.9 57 Students	35.7% Chronically Absent 0 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 28.7% Chronically Absent Increased 2.8 136 Students	25% Chronically Absent Increased 11.2 32 Students	 No Performance Color 0 Students	 Red 22.3% Chronically Absent Increased 1.9 94 Students

Conclusions based on this data:

1. Chronic absenteeism for students with disabilities is 28.6% chronically absent. This group declined 4.3%.
2. Chronic absenteeism for students that are socioeconomically disadvantaged is 27.5% chronically absent. This group declined 2.6%.
3. Chronic absenteeism for students that are English Learners is 20.6% chronically absent. This group declined 4.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

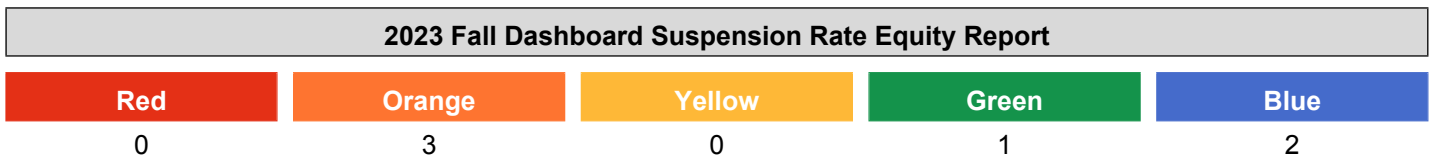
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.1% suspended at least one day Maintained 0 349 Students	 Orange 1.4% suspended at least one day Increased 1.4 73 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Orange 2.1% suspended at least one day Increased 1.1 140 Students	 Blue 0% suspended at least one day Declined -1.3 77 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 59 Students	0% suspended at least one day 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7% suspended at least one day Maintained 0 138 Students	0% suspended at least one day Maintained 0 32 Students	 No Performance Color 0 Students	 Orange 3.2% suspended at least one day Increased 2.1 95 Students

Conclusions based on this data:

1. In 2023, the Fall Dashboard reported that 1.1% of all students were suspended. This group is yellow and maintained.
2. In 2023, the Fall Dashboard reported that 1.4% of English Learners were suspended. This group is orange and increased by 1.4%.
3. In 2023, the Fall Dashboard reported that 0% of Students with Disabilities were suspended. This group is blue and declined by 1.3%.

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.

Curriculum Delivery

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by state and district assessments:

CAASPP ELA grades 3-5

CAASPP Mathematics grades 3-5

iReady ELA & Math grades K-5

Fountas & Pinnell grade K-5

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

District Priorities:

We use data to continuously improve adult practice and student achievement in an environment that nurtures the whole child.

We build high-performing teams and systems that educate, innovate, and make an impact for every student.

District 3 Year Goals:

English Language Arts - District 3 year goal

2022-2023 Overall Baseline: 59% Meet or Exceed Standards

Three Year Goal: 75% Meet or Exceed Standards

16 point increase over three years

2022-2023 Latino Baseline: 35% Meet or Exceed Standards

Three Year Goal: 60% Meet or Exceed Standards

25 point increase over three years

Mathematics - District 3 year goal

2022-2023 Overall Baseline: 48% Meet or Exceed Standards

Three Year Goal: 65% Meet or Exceed Standards

17 point increase over three years

2022-2023 Latino Baseline: 20% Meet or Exceed Standards

Three Year Goal: 50% Meet or Exceed Standards

30 point increase over three years

Haman Priorities:

1. Integrated/Designated English Language Development & English Language Arts Foundational Skills (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS: Intervention (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.

Haman Elementary has a need to focus on all students by improving outcomes and closing the achievement gap. The subgroup that we will continue to focus on are our English Learners. The Haman Staff has been focusing on the progress of our English Learners and 3-5 Math CAASPP using iReady Math and ELA assessments. (2022-2023 & 2023-2024 Focus)

Haman Elementary has a need to focus on all students by improving outcomes and closing the achievement gap. All students will benefit from the work we will do in Literacy Foundational Skills. The Haman Staff will focus on ELA / ELD / Literacy Foundational Skills for the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas & Pinnell Reading Benchmarks	Trimester 2 results 2023-2024 Met - 60.8% (146 students) Nearly Met - 8.7% (21 students) Not Met - 30.4% (73 students)	Trimester 3 results 2023-2024 Met - 70% Nearly Met - 20% Not Met - 10%
CAASPP English Language Arts/Literacy	54.19% overall met or exceeded	For 2024-2025 60% overall met or exceeded
CAASPP Mathematics	41.91% overall met or exceeded	For 2024-2025 50% overall met or exceeded
iReady ELA	The goal was to focus on the progress for English Learners for iReady As of Diagnostic 3 - March 2024 Kindergarten 64% of ELs are at or above grade level First Grade 30% of ELs are at or above grade level 60% of ELs are one grade level below Second Grade 11% of ELs are on grade level 33% of ELs are one grade level below Third Grade 9% of ELs are at or above grade level 27% of ELs are one grade level below Fourth Grade 25% of ELs are on grade level 50% of ELs are one grade level below Fifth Grade	2023-2024 End of Year Expected Outcome The goal was to focus on the progress for English Learners for iReady After Diagnostic 4 - May 2024 Kindergarten iReady Reading & Math Goal 83% of ELs will be at or above grade level First Grade iReady Reading & Math Goal 60% of ELs will be at or above grade level Second Grade iReady Reading & Math Goal 75% of ELs will be one grade level below Third Grade iReady Reading & Math Goal

	<p>9% of ELs are on grade level 9% of ELs are one grade level below 55% of ELs are two grade levels below</p>	<p>23% of ELs will be on grade level Fourth Grade iReady Reading & Math Goal 60% of ELs will be on grade level Fifth Grade iReady Reading Goal 33% of ELs will be one grade level below</p>
iReady Mathematics	<p>2023-2024 End of Year Expected Outcome</p> <p>The goal was to focus on the progress for English Learners for iReady</p> <p>As of Diagnostic 3 - March 2024</p> <p>Kindergarten 64% of ELs are at or above grade level</p> <p>First Grade - 10% of ELs are at grade level 80% of ELs are one grade level below</p> <p>Second Grade - 11% of ELs are on grade level / 56% of ELs are one grade level below</p> <p>Third Grade 9% of ELs are at or above grade level 64% of ELs are one grade level below</p> <p>Fourth Grade 50% of ELs are on grade level</p> <p>Fifth Grade 27% of ELs are on grade level 36% of ELs are one grade level below</p>	<p>2023-2024 End of Year Expected Outcome</p> <p>The goal was to focus on the progress for English Learners for iReady</p> <p>After Diagnostic 4 - May 2024</p> <p>Kindergarten iReady Reading & Math Goal 83% of ELs will be at or above grade level</p> <p>First Grade iReady Reading & Math Goal 60% of ELs will be at or above grade level</p> <p>Second Grade iReady Reading & Math Goal 75% of ELs will be one grade level below</p> <p>Third Grade iReady Math Goal 0% of ELs will be three grade levels below</p> <p>Third Grade iReady Reading & Math Goal 23% of ELs will be on grade level</p> <p>Fourth Grade iReady Reading & Math Goal 60% of ELs will be on grade level</p> <p>Fifth Grade iReady Math Goal 25% of ELs will be at grade level</p>
ELPAC	<p>As of March 2023</p> <p>Level 1 - 26.80% (15 students) Level 2 - 37.50% (21 students) Level 3 - 33.90% (19 students) Level 4 - 1.8% (1 student)</p> <p>20 students reclassified / monitored</p>	<p>Expected for March 2024</p> <p>Level 1 - 10% Level 2 - 35% Level 3 - 35% Level 4 - 20%</p> <p>20 students reclassified / monitored</p>

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	Curriculum that support all academic content areas that support student learning	All students	None Specified
1.2	Software licenses that support student learning	All students	None Specified
1.3	Teacher on Special Assignment (TOSA) / Site Support TOSA that supports student learning, professional development and administrative support	All students	67,378 Targeted Allocation 1000-1999: Certificated Personnel Salaries Items listed but not limited: School Support TOSA
1.4	Art supplies and materials that support student learning	All students	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Site Support TOSA will help implement the new phonic curriculum to strengthen the literacy foundational skills. The designated ELD support will also be provided by the Site Support TOSA.

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

No major differences.

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 entire budget will now support the Site Support TOSA. The items that were funded previously will be funded through the general budget.

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.

English Learners

All English Learners will show measured growth on the ELPAC assessment to meet or exceed state expectations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

District Priorities:

We use data to continuously improve adult practice and student achievement in an environment that nurtures the whole child.

We build high-performing teams and systems that educate, innovate, and make an impact for every student.

District 3 Year Goals:

English Language Arts - District 3 year goal

2022-2023 Overall Baseline: 59% Meet or Exceed Standards

Three Year Goal: 75% Meet or Exceed Standards

16 point increase over three years

2022-2023 Latino Baseline: 35% Meet or Exceed Standards

Three Year Goal: 60% Meet or Exceed Standards

25 point increase over three years

Mathematics - District 3 year goal

2022-2023 Overall Baseline: 48% Meet or Exceed Standards

Three Year Goal: 65% Meet or Exceed Standards

17 point increase over three years

2022-2023 Latino Baseline: 20% Meet or Exceed Standards

Three Year Goal: 50% Meet or Exceed Standards

30 point increase over three years

Haman Priorities:

1. Integrated/Designated English Language Development & English Language Arts Foundational Skills (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS: Intervention (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.

Haman has a need to focus on English Learners. They have a need for continued access to integrated ELD, designated ELD and small group differentiated work in the classroom.

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	As of March 2023 Level 1 - 26.80% / 15 students Level 2 - 37.50% / 21 students Level 3 - 33.90% / 19 students Level 4 - 1.8% / 1 student 20 students reclassified/monitored	Expected for March 2024 Level 1 - 10% Level 2 - 35% Level 3 - 35% Level 4 - 20% 20 students reclassified/monitored

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	Translation and Interpretation will be provided as needed for non-English speaking members of our community	English Learners	None Specified
1.2	Small group EL instruction using the district adopted curriculum (Lexia)	English Learners	None Specified

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.

With TOSA support, our teachers have been able to implement designated ELD time each day for our EL students. This support was implemented in 2022 and as a result, our English Learners maintained or improved on the ELPAC. The consistent time each week and the use of LEXIA lessons has helped our English Learners acquire skills that are needed to listen, speak and write.

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

No major differences.

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 goal does not require funding. Translation and Interpretation services will be funded through the general budget.

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.

School Climate / School Safety / Student and Family Engagement

All staff, students and parents and larger community will foster connectedness, meaningful participation, caring adults in school and academic motivation.

All students and staff will work in an environment that supports physical and emotional health and safety.

All students and staff will maintain a healthy average daily attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

District Priorities:

We use data to continuously improve adult practice and student achievement in an environment that nurtures the whole child.

We build high-performing teams and systems that educate, innovate, and make an impact for every student.

District 3 Year Goals:

English Language Arts - District 3 year goal

2022-2023 Overall Baseline: 59% Meet or Exceed Standards

Three Year Goal: 75% Meet or Exceed Standards

16 point increase over three years

2022-2023 Latino Baseline: 35% Meet or Exceed Standards

Three Year Goal: 60% Meet or Exceed Standards

25 point increase over three years

Mathematics - District 3 year goal

2022-2023 Overall Baseline: 48% Meet or Exceed Standards

Three Year Goal: 65% Meet or Exceed Standards

17 point increase over three years

2022-2023 Latino Baseline: 20% Meet or Exceed Standards

Three Year Goal: 50% Meet or Exceed Standards

30 point increase over three years

Haman Priorities:

1. Integrated/Designated English Language Development & English Language Arts Foundational Skills (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS: Intervention (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.

Haman Elementary has a need to ensure that we are providing social-emotional support to all students. There is also a need to improve daily attendance for students in all grades.
 The Haman staff is committed to providing a safe environment for all students.
 The Haman staff is committed to increasing our average daily attendance, increasing meaningful participation and parent involvement in schooling.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance / Chronic Absenteeism	Spring 2024 Average Daily Attendance: Snapshot on March 26, 2024 Preschool - 73.29% Transitional Kindergarten - 87.36% Kindergarten - 92.43% First Grade - 92.74% Second Grade - 95.29% Third Grade - 93.77% Fourth Grade - 94.09% Fifth Grade - 93.78%	Spring 2024 Average Daily Attendance: By end of May 2024 Preschool - 80% Transitional Kindergarten - 95% Kindergarten - 95% First Grade - 95% Second Grade - 98% Third Grade - 95% Fourth Grade - 95% Fifth Grade - 95%
CalSCHLS (California Healthy Kids Survey) Grades 3-5	Areas of Focus: Meaningful Participation - 41% Parent Involvement in Schooling - 76%	Areas of Focus: Meaningful Participation - 60% Parent Involvement in Schooling - 80%

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	Olweus Bullying Prevention Program, student spirit weeks, positive intervention for behavior, and award recognition for academics, kindness, empathy, responsibility and for being a Husky Hero. Programs that promote and support teamwork, good sportsmanship and patience.	All Students	None Specified
1.2	Monthly truancy and attendance conversations with parents will occur on an as needed basis.	All Students	None Specified
1.3	Wellness support provided to students to support their social-emotional needs.		None Specified

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 continue to implement Olweus Bullying Prevention Program to support students on the playground and in the classroom. Students learn how to manage bullying situations. Students learn skills that they can apply to support other students.

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

No major differences.

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.

Funds are not needed to support this goal. The Haman PTA funds assemblies that support topics such as bullying prevention, character development and social-emotional topics.

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	\$67,378.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Targeted Allocation	\$67,378.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$67,378.00

Total of federal, state, and/or local funds for this school: \$67,378.00

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
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Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	67,378.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,378.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	67,378.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,378.00

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

Name of Members	Role
Kimberly Wakefield	Principal
Savannah Cooper	Classroom Teacher
Jenna Keech	Classroom Teacher
Deveney Rebeiro	Other School Staff
Linda Nunes	Parent or Community Member
Jonathan Melchert	Parent or Community Member
Brian Bosso	Parent or Community Member
Susana Barcelos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on March 5, 2024.

Attested:



Principal, Kimberly Wakefield on March 5, 2024



SSC Chairperson, Linda Nunes on March 5, 2024