



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henderson Elementary School (HES)	36676116035349	May 8, 2024	June 25, 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.

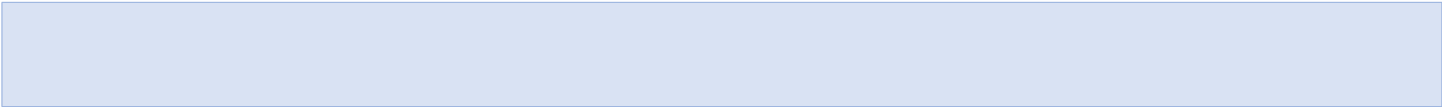
This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary 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 Henderson Elementary School (HES) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
 The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.
 Henderson Elementary School has been identified as an Additional Targeted Support and Improvement (ATSI) for the following three student groups: African American, Students of Two or More Races, and Homeless for the 2024 -2025 school year.
 The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.



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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

Henderson Elementary School has been identified as an Additional Targeted Support and Improvement (ATSI) for the following three student groups: African American, Students of Two or More Races, and Homeless for the 2024 -2025 school year.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Henderson Elementary

Henderson Students do their Personal Best, Act Responsibly, Work and Play Safely, and Show Respect.

Together we create a powerful and positive learning environment for everyone!!

California's ESSA State Plan significantly shifts the state's approach to utilizing federal resources to support underserved student groups. The SPSA allows schools to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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 action, reflection, and improvement cycles.

Henderson Elementary has a school-wide Title I program. Every year, a Comprehensive Needs Assessment is developed with the support of the Site Leadership Team, School Site Council, ELAC, and community members. The results of the Comprehensive Needs Assessment and Root Cause Analysis are used to develop the School Plan for Student Achievement. The goals in our SPSA are aligned with the District LCAP goals. We have goals in the areas of ELA, Math, Attendance, and English Learners based on our data from CAASPP, iReady, SWIS and ELPAC.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and ELAC evaluate the School Plan for Student Achievement (SPSA) several times throughout the year.

A needs assessment was completed in the spring of 2024 with input from the School Site Council, Site Leadership Team, and ELAC. The SPSA is updated in the spring by the SSC with input from the ELAC. It is reviewed annually and throughout the year by the School Site Council, Site Leadership Team, and ELAC to assess the progress of programs and students. The school ELAC gives valuable input to the SPSA during the year regarding EL students and families.

The Site Leadership Team recommends programs and supports that will help with each grade level's needs. The School Site Council reviews these recommendations and approves the expenditures. Every year, two Title I Parent meetings are conducted to inform parents of the responsibilities of the School Site Council and the school regarding expenditures and support of students.

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.

Through our Needs Assessment, the following resource inequities were revealed:

Students need time with teachers and paraeducators to meet grade-level standards. At this time, special education is a pull-out program and to be more inclusive and to allow students access to the grade-level curriculum it needs to be a push-in program.

We have 3 student groups to focus on:

African American Students

Students Identified as Two or More Races

Homeless Students

ELAC parents have requested parent training on how to work with their children so they are successful in school.

We lack an attendance committee to follow up with chronically absent students.

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.

Red - Chronic Absenteeism, English Language Arts

Orange - Suspension Rate, Mathematics

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.

ELA - Hispanic, Socioeconomically Disadvantaged

Math - African American, Socioeconomically Disadvantaged, Students with Disabilities

Chronic Absenteeism, African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White

Suspension- African American

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Henderson Elementary School (HES). 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.33%	0.59%		2	3
African American	20.90%	22.81%	21.94%	116	138	111
Asian	0.36%	0.66%	1.19%	2	4	6
Filipino	%	0%	0.20%		0	1
Hispanic/Latino	51.35%	51.9%	55.53%	285	314	281
Pacific Islander	0.36%	0.33%	0.40%	2	2	2
White	20.54%	16.53%	14.03%	114	100	71
Multiple/No Response	6.49%	7.44%	6.13%	36	45	31
Total Enrollment				555	605	506

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	81	77
Grade 1	82	105	81
Grade 2	96	89	107
Grade 3	80	108	85
Grade 4	84	73	98
Grade 5	60	77	58
Grade 6	56	72	
Total Enrollment	555	605	506

Conclusions based on this data:

1. Student enrollment increased from 21-22 to 22-23.
2. Grades 2, 4, and 5 all had an increase of 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	44	37	37	5.90%	7.9%	7.3%
Fluent English Proficient (FEP)	10	15	11	1.60%	1.8%	2.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Approximately 6% of Henderson students are English Learners.
2. FEP's increased from 21-22 to 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	88	73	95	80	72	90	80	72	90	90.9	98.6	94.7
Grade 4	97	84	68	87	80	65	87	80	65	89.7	95.2	95.6
Grade 5	56	59	64	49	59	59	49	59	59	87.5	100.0	92.2
Grade 6	72	62	80	66	59	76	64	59	76	91.7	95.2	95.0
All Grades	313	278	307	282	270	290	280	270	290	90.1	97.1	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2335.	2346.	2333.	5.00	2.78	4.44	13.75	9.72	4.44	16.25	23.61	26.67	65.00	63.89	64.44
Grade 4	2376.	2414.	2424.	3.45	13.75	12.31	13.79	13.75	13.85	16.09	18.75	29.23	66.67	53.75	44.62
Grade 5	2380.	2437.	2424.	4.08	3.39	13.56	8.16	23.73	8.47	12.24	20.34	13.56	75.51	52.54	64.41
Grade 6	2393.	2443.	2436.	1.56	5.08	2.63	7.81	11.86	13.16	14.06	25.42	23.68	76.56	57.63	60.53
All Grades	N/A	N/A	N/A	3.57	6.67	7.59	11.43	14.44	9.66	15.00	21.85	23.79	70.00	57.04	58.97

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.75	2.78	3.33	38.75	65.28	51.11	57.50	31.94	45.56
Grade 4	4.60	12.50	10.77	51.72	56.25	66.15	43.68	31.25	23.08
Grade 5	6.12	8.47	10.17	44.90	49.15	47.46	48.98	42.37	42.37
Grade 6	1.56	6.78	7.89	28.13	44.07	38.16	70.31	49.15	53.95
All Grades	3.93	7.78	7.59	41.43	54.44	50.34	54.64	37.78	42.07

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.25	0.00	4.49	40.00	38.89	41.57	58.75	61.11	53.93
Grade 4	2.35	5.00	4.62	38.82	43.75	53.85	58.82	51.25	41.54
Grade 5	2.04	6.78	1.69	22.45	50.85	37.29	75.51	42.37	61.02
Grade 6	0.00	1.69	3.95	23.81	33.90	34.21	76.19	64.41	61.84
All Grades	1.44	3.33	3.81	32.85	41.85	41.52	65.70	54.81	54.67

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.50	5.56	4.44	65.00	72.22	64.44	27.50	22.22	31.11
Grade 4	3.45	13.75	6.15	66.67	57.50	75.38	29.89	28.75	18.46
Grade 5	2.04	5.08	6.78	65.31	61.02	67.80	32.65	33.90	25.42
Grade 6	1.56	6.78	1.32	50.00	69.49	68.42	48.44	23.73	30.26
All Grades	3.93	8.15	4.48	62.14	64.81	68.62	33.93	27.04	26.90

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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	5.00	2.78	1.11	51.25	58.33	51.11	43.75	38.89	47.78
Grade 4	1.15	10.00	3.08	58.62	58.75	72.31	40.23	31.25	24.62
Grade 5	6.12	3.39	10.17	34.69	55.93	50.85	59.18	40.68	38.98
Grade 6	4.69	5.08	2.63	45.31	52.54	59.21	50.00	42.37	38.16
All Grades	3.93	5.56	3.79	49.29	56.67	57.93	46.79	37.78	38.28

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Conclusions based on this data:

1. The number of students who participated in CAASPP remained steady for the past three years.
2. The listening domain is where most kids are at or near standard.
3. We have the most kids below grade level in the writing domain.

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	88	73	95	79	72	89	79	72	89	89.8	98.6	93.7
Grade 4	97	84	68	88	80	65	87	80	65	90.7	95.2	95.6
Grade 5	56	59	64	49	59	59	49	59	59	87.5	100.0	92.2
Grade 6	72	62	80	64	58	75	64	58	75	88.9	93.5	93.8
All Grades	313	278	307	280	269	288	279	269	288	89.5	96.8	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2340.	2366.	2360.	3.80	4.17	3.37	15.19	11.11	6.74	8.86	27.78	35.96	72.15	56.94	53.93
Grade 4	2391.	2438.	2443.	4.60	8.75	12.31	10.34	23.75	16.92	25.29	26.25	35.38	59.77	41.25	35.38
Grade 5	2399.	2447.	2406.	0.00	3.39	5.08	2.04	11.86	6.78	20.41	37.29	10.17	77.55	47.46	77.97
Grade 6	2394.	2403.	2428.	0.00	0.00	0.00	1.56	3.45	8.00	15.63	25.86	28.00	82.81	70.69	64.00
All Grades	N/A	N/A	N/A	2.51	4.46	4.86	8.24	13.38	9.38	17.56	29.00	28.47	71.68	53.16	57.29

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.80	4.17	5.62	30.38	41.67	43.82	65.82	54.17	50.56
Grade 4	6.90	20.00	16.92	27.59	41.25	41.54	65.52	38.75	41.54
Grade 5	2.04	3.39	3.39	20.41	55.93	20.34	77.55	40.68	76.27
Grade 6	0.00	0.00	0.00	20.63	32.76	36.00	79.37	67.24	64.00
All Grades	3.60	7.81	6.25	25.54	42.75	36.46	70.86	49.44	57.29

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.33	8.33	4.49	26.58	37.50	40.45	67.09	54.17	55.06
Grade 4	8.05	7.50	12.31	35.63	42.50	38.46	56.32	50.00	49.23
Grade 5	0.00	3.39	5.08	28.57	38.98	37.29	71.43	57.63	57.63
Grade 6	0.00	0.00	2.67	21.88	29.31	40.00	78.13	70.69	57.33
All Grades	4.30	5.20	5.90	28.67	37.55	39.24	67.03	57.25	54.86

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.33	6.94	3.37	54.43	45.83	51.69	39.24	47.22	44.94
Grade 4	5.75	15.00	13.85	36.78	47.50	53.85	57.47	37.50	32.31
Grade 5	0.00	0.00	8.47	48.98	67.80	33.90	51.02	32.20	57.63
Grade 6	0.00	0.00	0.00	53.13	46.55	58.67	46.88	53.45	41.33
All Grades	3.58	6.32	5.90	47.67	51.30	50.35	48.75	42.38	43.75

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Conclusions based on this data:

1. The number of students who participated in CAASPP Math test remained steady for the past three years.
2. Overall 14% of students in 22-23 were above standard or met standard in mathematics. Leaving 86% nearly met or below standard in 22 - 23.
3. All domains are about the same 93-94% of students at, near, or below standard. About 6% of students are above standards in the three domains.

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	*	*	*	*	*	*	*	*	*	*	9	6
1	*	*	*	*	*	*	*	*	*	4	4	8
2	*	*	*	*	*	*	*	*	*	8	4	*
3	*	1466.4	*	*	1472.3	*	*	1459.7	*	*	11	*
4	*	*	1494.2	*	*	1486.3	*	*	1501.9	4	4	11
5	*	*	*	*	*	*	*	*	*	*	5	*
6	*	*	*	*	*	*	*	*	*	9	4	5
All Grades										32	41	37

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11	*
4	*	*	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	7.32	8.11	28.13	36.59	40.54	40.63	31.71	37.84	25.00	24.39	13.51	32	41	37

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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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*
4	*	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	12.20	18.92	28.13	41.46	45.95	46.88	24.39	27.03	6.25	21.95	8.11	32	41	37

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
4	*	*	9.09	*	*	18.18	*	*	36.36	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	4.88	13.51	21.88	19.51	21.62	50.00	46.34	32.43	28.13	29.27	32.43	32	41	37

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
4	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	29.27	35.14	75.00	53.66	59.46	9.38	17.07	5.41	32	41	37

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
4	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	17.07	18.92	56.25	60.98	59.46	25.00	21.95	21.62	32	41	37

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	0.00	*	*	45.45	*	*	54.55	*	*	11	*
4	*	*	27.27	*	*	18.18	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.38	7.32	16.22	59.38	56.10	43.24	31.25	36.59	40.54	32	41	37

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
4	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.13	14.63	27.03	78.13	63.41	54.05	18.75	21.95	18.92	32	41	37

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

Conclusions based on this data:

1. The number of EL students remains about the same.
2. EL students are performing best in the listening domain.
3. EL students are performing the lowest in the reading domain.

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
605	75.9	6.1	0.7
Total Number of Students enrolled in Henderson Elementary School (HES).	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	37	6.1
Foster Youth	4	0.7
Homeless	32	5.3
Socioeconomically Disadvantaged	459	75.9
Students with Disabilities	78	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	138	22.8
American Indian	2	0.3
Asian	4	0.7
Hispanic	314	51.9
Two or More Races	45	7.4
Pacific Islander	2	0.3
White	100	16.5

Conclusions based on this data:

- 76% of our students are socioeconomically disadvantaged.

2. Less than 1% of our students are Foster Youth, 13% are students with disabilities, 5% are homeless, and 6% are English Learners.
3. Most of our students are Hispanic (51.9%); 23% African American, 17% White, 7% two or more races, Less than 1% American Indian, Asian, and Pacific Islander

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. English Language Arts and Chronic Absenteeism are both in the red.
2. Mathematics and Suspension Rate are both in the orange.
3. We have no English Learner Progress data.

School and Student Performance Data

Academic Performance English Language Arts

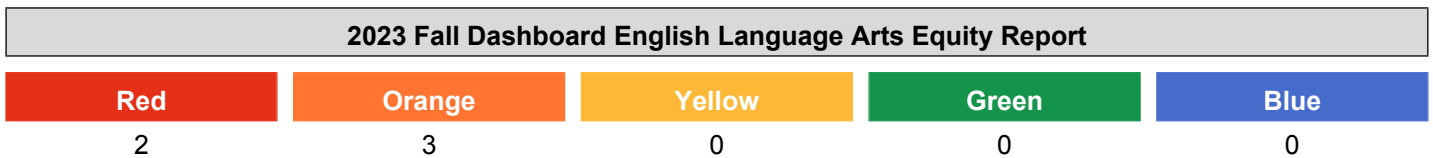
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Red </div> <p style="text-align: center; background-color: #e0e0e0;">78.5 points below standard</p> <p style="text-align: center;">Decreased -8.6 points</p> <p style="text-align: center;">263 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">75 points below standard</p> <p style="text-align: center;">Maintained +0.9 points</p> <p style="text-align: center;">22 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">1 Student</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">8 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Red </div> <p style="text-align: center; background-color: #e0e0e0;">87.2 points below standard</p> <p style="text-align: center;">Decreased -8.9 points</p> <p style="text-align: center;">205 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <div style="text-align: center;">  Orange </div> <p style="text-align: center; background-color: #e0e0e0;">119.9 points below standard</p> <p style="text-align: center;">Increased +11.7 points</p> <p style="text-align: center;">41 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 107 points below standard Increased +9.5 points 62 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 75.7 points below standard Decreased -6.3 points 141 Students	65.6 points below standard Decreased Significantly - 61.2 points 20 Students	Less than 11 Students 1 Student	 Orange 57.9 points below standard Decreased -8.3 points 38 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
91.6 points below standard Increased +3 points 18 Students	Less than 11 Students 4 Students	78.9 points below standard Decreased -8.6 points 233 Students

Conclusions based on this data:

- All students (263) are 79 points below standard. This is a 9 point decrease.
- Students with two or more races decreased the most by 61.2 points.
- Students with Disabilities are the furthest below standard (120 points) however this is an increase of almost 12 points. African American students are below standard by 107 points but this is also a 9.5 point increase. Hispanic and white students decreased by 7 points.

School and Student Performance Data

Academic Performance Mathematics

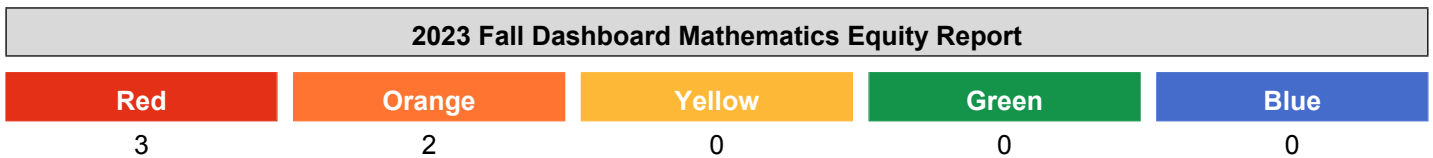
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Orange 85.3 points below standard Decreased -8.6 points 262 Students	English Learners 76.3 points below standard Increased Significantly +16.1 points 22 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Red 98 points below standard Decreased -11.6 points 205 Students	Students with Disabilities  Red 132.8 points below standard Maintained -0.1 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 126.9 points below standard Decreased -12.3 points 62 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 82 points below standard Maintained +0.6 points 142 Students	81.1 points below standard Decreased Significantly - 56.5 points 20 Students	Less than 11 Students 1 Student	 Orange 51.3 points below standard Maintained -2 points 38 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
83.3 points below standard Increased Significantly +22.1 points 18 Students	Less than 11 Students 4 Students	86.8 points below standard Decreased -12 points 232 Students

Conclusions based on this data:

1. HEN is performing slightly better in mathematics than in ELA.
2. English Learners were the only subgroup to increase. Students with disabilities, white, and Hispanic subgroups maintained. African Americans and students with Two or More Races decreased.
3. All students are about 85 points below standard. This is a decrease of almost 9 points.

School and Student Performance Data

Academic Performance English Learner Progress

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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 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
53.6% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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
5	8	0	15

Conclusions based on this data:

- Over half of our EL students progressed at least one level.
- We have fewer than 30 EL students so performance level color is not included.
- 5 students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

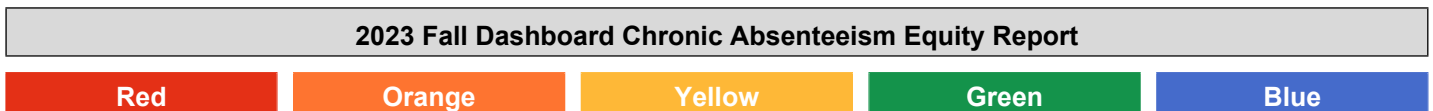
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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	English Learners	Foster Youth
 Red 48.5% Chronically Absent Increased Significantly 20.5 676 Students	 Red 42.5% Chronically Absent Increased 24.7 40 Students	Less than 11 Students 10 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 66.7% Chronically Absent Increased 10.3 54 Students	 Red 51.8% Chronically Absent Increased Significantly 20 550 Students	 Red 44.3% Chronically Absent Increased 12.7 97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 61.3% Chronically Absent Increased Significantly 23 160 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 46.9% Chronically Absent Increased Significantly 20.6 350 Students	 Red 48.9% Chronically Absent Increased 32.7 47 Students	Less than 11 Students 2 Students	 Red 35.8% Chronically Absent Increased 11.2 109 Students

Conclusions based on this data:

1. All subgroups increased significantly or increased significantly.
2. All subgroups are red in performance indicators.
3. 49% of our students are Chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

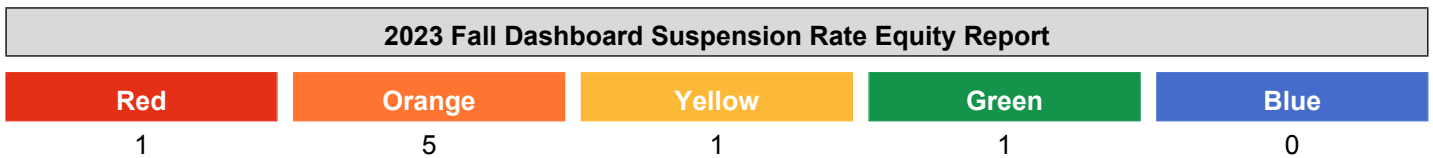
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 4.3% suspended at least one day Maintained 0.1 720 Students	<p>English Learners</p>  Orange 4.8% suspended at least one day Increased 0.4 42 Students	<p>Foster Youth</p> <p>8.3% suspended at least one day</p> <p>Declined -3.4 12 Students</p>
<p>Homeless</p>  Green 1.6% suspended at least one day Declined -2.1 61 Students	<p>Socioeconomically Disadvantaged</p>  Orange 5% suspended at least one day Maintained 0 585 Students	<p>Students with Disabilities</p>  Orange 9.2% suspended at least one day Declined -0.3 109 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 7.5% suspended at least one day Increased 0.7 173 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3% suspended at least one day Increased 0.3 368 Students	 Yellow 3.8% suspended at least one day Declined -4.3 52 Students	Less than 11 Students 2 Students	 Orange 3.4% suspended at least one day Increased 0.4 116 Students

Conclusions based on this data:

1. Three subgroups showed an increase in suspensions - Hispanic, African American, and English Learners.
2. Students socioeconomically disadvantaged maintained.
3. Homeless, Students with Disabilities, and Students with Two or More Races declined.

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.

English Language Arts and Mathematics

By June 2025, students will increase by 10% on CAASPP ELA and Math scores from the baseline 2023-2024 CAASPP scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

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.

On the 2022-2023 CAASPP data, 18% of grade 3-6 students exceeded or met the standard in ELA.
On the 2022-2023 CAASPP data, 14% of grade 3-6 students exceeded or meth the standard in math.

We believe the drivers causing these needs are:

1. Students need supplemental support in reading and math instruction, including small group instruction during class time and supplemental online programs.
2. Teachers need additional professional development in early literacy and reading instruction.
3. To properly implement MTSS, we need an ELA intervention teacher and a math intervention teacher.
4. Improve attendance - 49% of our students are chronically absent.
5. Increase student engagement.
6. Improve direct instruction at the tier 1 level. Instruction needs to be rigorous and students must be exposed to grade-level standards. Staff needs to set high expectations.
7. Students need to now how to read after leaving 2nd grade.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test grades 3-6 iReady Diagnostic in reading and math (beginning of the school year, middle of the school year, end of the school year) District benchmarks	<p>ELA 22-23 CAASPP 8% exceeded standard, 10% met standard, 24% nearly met standard, 59% standard not met All students are 78.5 points below the standard</p> <p>Math 22-23 CAASPP 5% exceeded standard, 9% met standard, 28% nearly met standard, 57% standard not met All students are 85.3 points below the standard</p>	<p>1. 28%+ meet or exceed in ELA for grades 3-4 2. 24%+ meet or exceed in Math for grades 3-4</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
1.2	<p>Provide iReady training to teachers. Teachers will analyze data after students have taken the iReady assessments to place students in MTSS tiers 1, 2, and 3.</p> <p>RESPONSIBLE PERSONS: Teachers, administration</p>	All Students	District-Level Grant/Funding 5800: Professional/Consulting Services And Operating Expenditures iReady follow-up training
1.3	<p>During the 2024-2025 school year, Henderson Elementary School will provide 3 full-time paraeducators to support early literacy and foundational math skills in kindergarten. Kindergarten classrooms will work in small group settings where support will be provided all day.</p> <p>RESPONSIBLE PERSONS: Paraeducators, kindergarten teachers, administration</p>	Kindergarten Students	70,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Two full-time classified paraeducators 17,000 Title I 2000-2999: Classified Personnel Salaries One-full time classified paraeducator
1.4	<p>During the 2024-2025 school year, Henderson Elementary School will add one ELA Intervention teacher and one Math Intervention teacher to service students in grades 1-4. These teachers will support students that are in Tier 2 and Tier 3 with district adopted curriculum or approved supplemental materials.</p> <p>RESPONSIBLE PERSONS: ELA Intervention Teacher, Math Intervention Teacher, administration</p>	African American Students in grades 1-4 Students Identified as Two or More Races in grades 1-4 Homeless Students in grades 1-4 All Students as Needed in grades 1-4	300,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries ELA Intervention Teacher Math Intervention Teacher
1.5	Utilize the assistance of paraeducators for academic support and intervention during ELA and Math instruction, in grades 1-4.	African American Students Students Identified as Two or More Races	29,758.60 Title I 2000-2999: Classified Personnel Salaries

	<p>Teachers will provide instruction in class and support student instruction by utilizing paraeducators to support students/teachers during instruction and intervention activities with 90% fidelity. Student progress will be monitored daily, monthly, and each trimester to adjust instruction by grade level teams.</p> <p>RESPONSIBLE PERSONS: Teachers, paraeducators, and administration</p>	<p>Homeless Students All Students as Needed</p>	<p>Two part-time paraeducators 114,880 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Three full-time paraeducators to support student learning 1152.54 Site LCAP 1000-1999: Certificated Personnel Salaries Professional Development for Paraeducators</p>
1.6	<p>During the 2024-2025 school year, grade levels TK-4, will take students on educational field trips. These field trips will provide students a chance to enhance their learning of grade-level standards in ELA and math.</p> <p>RESPONSIBLE PERSONS: Teachers and administration</p>	All Students	<p>10,000 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures Entry fees, bus fees</p>
1.7	<p>Resident Substitute (SSTs, Evaluation and data meetings, Demos, Observations, Collaboration, etc.)</p> <p>Teachers will access resident substitute to support teacher professional development during peer lesson observations, SSTs, evaluation meetings, and collaboration meetings to support teacher professional development with 80% fidelity. Teacher outcomes will be monitored and reviewed monthly to adjust instruction by grade-level teams.</p> <p>RESPONSIBLE PERSONS: Teachers and administration</p>	All Students	<p>70,000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Resident Substitute</p>
1.11	<p>Data Leadership Committee featuring one grade level teacher from each grade, site administrator</p> <p>Lead teachers will support grade-level teams with leadership to increase student outcomes through collaboration and access to professional development that will be provided for teachers in developing positive classroom environments to promote student learning and achievement to ensure that teachers are providing differentiated instruction with 80% fidelity, and teacher outcomes will be monitored and reviewed monthly to adjust instruction by grade level teams.</p> <p>RESPONSIBLE PERSONS: Grade Level Lead Teachers and administration</p>	All Students	<p>5,000.00 Site LCAP 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries Extra Duty payment for teacher to attend monthly after school committees</p>
1.12	<p>Intervention/supplemental instructional materials and programs will be provided to support academic progress.</p> <p>Teachers and students will utilize online supplemental ELA and Math intervention</p>	All Students	<p>60,000.00 LCFF Equity Multiplier 5000-5999: Services And Other Operating Expenditures Scholastic Guided Reading and Ready for Reading</p>

	<p>curriculum to better support struggling students that support students in developing a better understanding of ELA, and Math to promote student learning and achievement to ensure that working towards ELA, and Math proficiency with intervention access with 80% fidelity, and student outcomes will be monitored and reviewed monthly to adjust instruction by grade level teams.</p> <p>RESPONSIBLE PERSONS: Teachers and administration</p>		<p>3,500.00 Site LCAP 4000-4999: Books And Supplies Reflex Math 4,042.46 Site LCAP 4000-4999: Books And Supplies Renaissance Accelerated Reader 3,000.00 Site LCAP 5000-5999: Services And Other Operating Expenditures Printing costs 1,000.00 Site LCAP 5000-5999: Services And Other Operating Expenditures Duplo service agreement</p>
1.14			
1.17			
1.18			
1.20			
1.21			

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.

Programs that were funded were not used by all staff. Going forward, supplemental programs need to be used and monitored. At the launch of Scholastic Guided Reading, the training was optional so it has been difficult to monitor it's effectiveness with only part of the staff being trained and using it. Next year, it will be fully implemented and monitored. Based on the Needs Assessment many teachers requested that the Book Room be moved to a more easily accessible location

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

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

A major difference this year will be the additional Equity Multiplier Funds. These funds will be used to provide additional staffing to support this goal. We will be adding a reading and a math intervention teacher to work with students in grades 1-4. In addition to those new positions we will be extending our 2 part time paraeducators to full time paraeducators. We will also employ two additional full time kindergarten paraeducators.

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.

Suspensions and Chronic Absenteeism

By June 2025, suspensions in grades K-4 will decrease by 1% from the baseline of 4.3% in 2022-2023 as measured by the CA dashboard.

By June 2025, grade K-4 student Chronic Absenteeism will decrease by 10% from the baseline of 48.5% in 2022-2023 as measured by the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

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.

On the 2022-2023 California Dashboard student suspensions are ranked high with 4.3% of students being suspended for at least one day.

We believe the drivers causing these needs are:

1. Focused Tier 1 instruction to meet the needs of 90% of students.
2. Focused Tier 2 instruction to meet the needs of 5-8% of students.
3. Training for staff to support CR-PBIS needs to build upon the staff's current knowledge.
4. Teachers need resources to support students with ongoing behavior concerns.

The California Dashboard indicated that in 2022-2023, 48.5% of Henderson students were chronically absent, which increased by 20.5 from the previous year.

We believe the drivers causing this need are:

1. A need for more Parent Training and Title I information needed per Title I Parent Survey
2. Students need additional PBIS incentives for attendance.
3. A need to increase student engagement with activities to support student attendance.
4. A need to increase parent engagement and education regarding student attendance and chronic absenteeism.

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
2022-2023 CA Dashboard Suspension Rate Indicator	Overall - 4.3% were suspended at least one day African American - 7.5% Socioeconomically disadvantaged - 5% Two or more races - 3.8% Students with disabilities - 9.2% English Learners - 4.8% Homeless 1.6% White 3.4% Hispanic - 3.3%	Decrease by 1% would be 3.3% (or fewer)
2022-2023 CA Dashboard Suspension Rate Indicator	In 2022-2023, 48.5% of students were chronically absent. African American - 61.3% Socioeconomically disadvantaged - 51.8% Homeless student group - 66.7% Two or more races - 48.9% Students with disabilities - 44.3% English Learners - 42.5% White 35.8% Hispanic - 46.9%	Decrease by 10% would be 38.5% (or less)

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	Henderson School will add an Attendance Liaison. The attendance liaison will perform a variety of duties related to attendance and record keeping. This person would monitor attendance and assist with various attendance procedures, communicate with parents and guardians regarding attendance problems and related issues, and provide information regarding school or District programs and procedures. RESPONSIBLE PERSONS: Administration, Attendance Liaison	African American Students Homeless student group Students with Two or more races All Students	70,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Attendance Liaison 1051.00 Site LCAP 4000-4999: Books And Supplies Attendance Incentives
2.2	Implement PBIS Tier 1 with a 70% or higher level of fidelity as measured by the TFI instrument to include monthly meetings to monitor implementation. Provide students with a variety of rewards throughout the school year. RESPONSIBLE PERSONS: Teachers, administration, classified staff, grade-level teams	All Students African American Students Homeless student group Students with Two or more races	3,000.00 Site LCAP 4000-4999: Books And Supplies Reward Incentives for students
2.3	Campus Safety Assistant will be utilized to ensure a safe campus for all students.	All Students	17,000 Title I

	RESPONSIBLE PERSONS: Administration and Campus Safety Assistant		2000-2999: Classified Personnel Salaries Campus Safety Assistant 1 position at part time 33,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Campus Safety Assistant 1 position at part time to full time
2.4	During the 2024-2025 school year, Henderson School will offer a Yearbook Committee. This will provide opportunities for students to take on leadership roles and learn new skills. RESPONSIBLE PERSONS: Yearbook Advisor, Administration	Students in grades 3 and 4	750.00 Site LCAP 1000-1999: Certificated Personnel Salaries Yearbook Committee Advisor
2.5	Assembly and Guest Speakers - to deliver anti-bullying messages and powerful motivational message RESPONSIBLE PERSONS: Administration, Counselor, PBIS Team	All Students African American Students Homeless student group Students with Two or more races	15,000 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures Assembly and guest speakers
2.6	During the 2024-2025 school year, Henderson School will continue to hold monthly PBIS meetings. At these meetings we will analyze data to strategically place students in Tier 1, Tier 2, and Tier 3 and put in interventions to support their behavior. PBIS team members will be paid on a timecard for attending monthly meetings. RESPONSIBLE PERSONS: PBIS Team, PBIS Coordinator, Administration	All Students	5,000 Site LCAP 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries Extra Duty payment for teacher to attend monthly after school committees
2.7	During the 2024-2025 school year, Henderson School will add one full-time art, drama, and music teacher. The arts teacher will provide standard based art lessons to students in grades K-4. RESPONSIBLE PERSONS: Administration and Art Teacher	All Students	82,053 Prop 28 AMS 1000-1999: Certificated Personnel Salaries VAPA Teacher 20,513 Prop 28 AMS 4000-4999: Books And Supplies Books and supplies to implement VAPA instruction

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.

Overall, the school has seen a decrease in behavior incidents. We are still struggling to improve attendance.

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

The major difference is the additional funding with Equity Multiplier funds and Prop 28 funds. The additional funding will fund new positions - attendance liaison and a VAPA teacher and VAPA supplies.

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.

Changes to this goal are additional staff and additional hours for existing staff. Increasing staff will help to decrease behavior incidents and increase attendance.

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.

English Learners

By June 2025, English Learner students will increase one or more proficiency levels on the ELPAC from the 2021-2022 Summative ELPAC scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

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.

1. EL students need opportunities to have extra practice and support in areas related to language acquisition including listening, reading, writing, vocabulary, decoding, and phonics.
2. Our staff needs ongoing professional development opportunities to enhance their skills.
3. Teachers need to provide opportunities for students to engage in conversations and work with their peers. Provide engaging lessons for EL students.
4. Staff needs time to analyze data to better support EL students.
5. Provide parents opportunities to learn how to support their students at home. Create a welcoming school environment where parents feel comfortable providing input to the school to make improvements.

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 Assessment CA Dashboard	ELPAC Overall Summative Results 22-23 9% Level 4 27% Level 3 36% Level 2 27% Level 1	EL students will increase one or more proficiency levels on the ELPAC from the 2021-2022 Summative ELPAC scores.

	<p>CA Dashboard English Language Acquisition Results 2023 Fall Dashboard</p> <p>54% of ELs progressed at least one ELPI level 29% of ELs maintained the current level 18% ELs decreased by at least one level</p>	
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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>Utilize an EL paraeducator to give the ELPAC assessment and ensure all EL Students receive the required/appropriate instruction/program as determined by the ELPAC assessment. Students will receive support with SDAIE strategies for designated and integrated instruction through the 2024-2025 school year through the support of designated and intergraded instruction from teachers and paraeducators with 80% fidelity, and student progress will be monitored and reviewed monthly to adjust instruction by grade level teams.</p> <p>Responsible Person: Administration, teachers, and EL paraeducator</p>	English Learner Students	<p>District LCAP 2000-2999: Classified Personnel Salaries EL paraeducator part time 25,000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries EL paraeducator from part time to full time</p>
3.2	<p>Provide opportunities for parents to become involved in the School Site Council and English Language Acquisition Committee as Title 1/ Ed Code requires. Hold at least 5 ELAC and SSC meetings; provide ELAC/DELAC representatives for district meetings. These meetings are opportunities for parents to share ideas, ask questions, and overall help to improve the school.</p> <p>RESPONSIBLE PERSONS: Administration, EL coordinator, EL paraeducator, and parents</p>	English Learner Students All Students	<p>500.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light refreshments provided Educational materials provided</p>
3.3	<p>Provide opportunities for educational events that support parent interaction with their children, teachers, and other school personnel. These events will be held at least 5 times throughout the year. These events include Literacy Night, Math Night, Art Night, Physical Fitness Night, and Science/STEM Night.</p> <p>RESPONSIBLE PERSONS: Teachers, paraeducators, grade level teams, administration, and parents</p>	English Learner Students All Students	<p>1,558.04 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Educational materials for parent involvement nights 550.04 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light refreshments for parent involvement nights</p>

3.4	Provide interpretation and translation for family events, meetings, and parent-teacher conferences. Responsible Person: Administration, teachers, Interpreter/Translator	English Learner Students	District LCAP 2000-2999: Classified Personnel Salaries Translator/Interpreter
3.5	Provide a guest speaker to speak with families about possible challenges and successes. Responsible Persons: Administration, EL coordinator, EL paraeducator	English Learner Students	686.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Light Refreshments for LFLP participants 2,000 Site EL LCAP 5800: Professional/Consulting Services And Operating Expenditures EL Guest Speaker

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 have a consistent group of parents attending ELAC and SSC meetings but attendance and input could be better. Family involvement nights are well attended however, we have discussed the need to make them more educational for parents.

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

We had originally budgeted for a Latino Family Literacy project but we did not have a staff member willing to lead it so we had to redirect funds to a guest speaker that we shared with another school.

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 year, we are increasing the EL paraeducator from part-time to full-time to reduce the size of her groups. Some EL groups need to be broken down further by need and not just grade level.

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	\$66,366.68
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$966,994.68
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$63,758.60
Title I Part A: Parent Involvement	\$2,608.08

Subtotal of additional federal funds included for this school: **\$66,366.68**

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 Equity Multiplier	\$757,880.00
Prop 28 AMS	\$102,566.00
Site EL LCAP	\$2,686.00
Site LCAP	\$37,496.00

Subtotal of state or local funds included for this school: **\$900,628.00**

Total of federal, state, and/or local funds for this school: **\$966,994.68**

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
LCFF Equity Multiplier	757,880.00
Prop 28 AMS	102,566.00
Site EL LCAP	2,686.00
Site LCAP	37,496.00
Title I	63,758.60
Title I Part A: Parent Involvement	2,608.08

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	463,955.54
2000-2999: Classified Personnel Salaries	376,638.60
4000-4999: Books And Supplies	34,164.50
5000-5999: Services And Other Operating Expenditures	65,236.04
5800: Professional/Consulting Services And Operating Expenditures	27,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	370,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	312,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Equity Multiplier	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	15,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	82,053.00
4000-4999: Books And Supplies	Prop 28 AMS	20,513.00

5000-5999: Services And Other Operating Expenditures	Site EL LCAP	686.00
5800: Professional/Consulting Services And Operating Expenditures	Site EL LCAP	2,000.00
1000-1999: Certificated Personnel Salaries	Site LCAP	11,902.54
4000-4999: Books And Supplies	Site LCAP	11,593.46
5000-5999: Services And Other Operating Expenditures	Site LCAP	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCAP	10,000.00
2000-2999: Classified Personnel Salaries	Title I	63,758.60
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,058.04
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	550.04

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	689,333.60
Goal 2	247,367.00
Goal 3	30,294.08

School Site Council Membership

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

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

Name of Members	Role
Kimberly Miller	Parent or Community Member
Felicia Carter	Classroom Teacher
Leslie Townsend	Classroom Teacher
Lauri Maus	Classroom Teacher
Jeanette Dominguez	Other School Staff
Amanda Figueroa	Parent or Community Member
Jacqueline Benavidez	Parent or Community Member
Elizabeth Givens	Parent or Community Member
Brianna Matthews	Parent or Community Member
Danielle Donnelley	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/24.

Attested:



Principal, Kimberly Miller on 5/8/24



SSC Chairperson, Amanda Figueroa on 5/8/24