

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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.

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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 cycles of action, reflection, and improvement.

School Name	Harvest Valley Elementary School and Hillside Innovation Academy
Address	29955 Watson Rd. Romoland, CA 92585
County-District-School (CDS) Code	33 67231 6109581
Principal	Kristine Sherrett
District Name	Romoland School District
SPSA Revision Date	October 4, 2023
Schoolsite Council (SSC) Approval Date	October 4, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement:

To empower our students and their families.

Vision Statement:

Our vision as a school is to develop the whole child, deliver highly individualized instruction, and prepare our students for college and career.

We agree to:

- Sustain a positive and collaborative culture
- Embrace and celebrate our cultural diversity
- Maintain high expectations for staff and student learning
- Inspire 21st-century learners by expanding their technological expertise
- Engage families and the communities in support of student learning

Purpose and Description

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

Schoolwide Program

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

Harvest Valley Elementary is home to approximately 800 TK-Grade 5 students. Harvest Valley Elementary provides a rigorous experience to roughly 73 students who are eligible for mild/moderate special education services including speech and language support. Harvest Valley Elementary provides a continuum of services to all students. Currently, 10.2% of our students qualify for Special Education and our teams are committed to providing students with an inclusive environment where all students are given access to the general education setting to the greatest degree possible. Our current student population consists of 85% identified as socioeconomically disadvantaged, 28.8% of our students are classified as English Learners, and 1% of our students are Foster Youth. We serve a diverse student population that includes 86.58% Hispanic, 10.58% White, .6% African American, and .6% of our students identify as Two or More Races.

As reported by the 2022 California Dashboard:

36.3% of all our students are chronically absent with student groups who are English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White at a very high chronically absent group.

Harvest Valley Elementary School has maintained a low suspension rate, of less than 1% annually, by focusing on the full implementation of P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program.

In the area of English/Language Arts:

Harvest Valley Elementary has grown in meeting standards. As of 2022 data, we had an overall 61.8 points below standard. We had English Learners 87.5 points below standard, Hispanic students 64.4 points below, Socioeconomically Disadvantaged 68.2 below, and Students with Disabilities 127.2 points below grade level.

In the area of Mathematics:

Harvest Valley Elementary has continued to work towards meeting grade-level standards. As of 2022 data, we had an overall 73.1 points below standard. Our student groups continue to work towards grade-level standards. English Learners were 88 points below standard, Hispanic students 76.2 points below standard, Socioeconomically Disadvantaged students 79.5 points below standard, and Students with Disabilities 127 points below standard.

As measured by the English Language Proficiency Assessments for California from 2022: Harvest Valley Elementary has 47.9% of students who are making progress towards English language proficiency. We had 34.3% EL students who maintained their ELPI levels, and 17.9% decreased by one ELPI level.

To address Academic Engagement as measured by Attendance, Culture and Climate as measured by Suspension Rates, Academic Performance in English/Language Arts, Mathematics, and English Learner Progress Harvest Valley Elementary has developed a focus on Teaching and Learning, Multi-Tiered Systems of Support, and Culture & Climate. Specific goals have been created in each area with measurable actions to achieve these goals. The focus areas include 1.) Teaching and Learning: Small group instruction/rotations related to ELA; 2.) Systems of Support: Academic Target, Behavioral Target, and Social-Emotional Target; 3.) Culture & Climate: Teams will use Restorative Practices and Circles to support students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Harvest Valley Elementary leadership team, under the guidance of the principal, works to ensure our entire school community including parents/guardians, students, and staff (both certificated and classified staff members) have multiple opportunities to provide feedback in an ongoing and meaningful fashion both via formal and informal means. Educational partners (including parent/guardians, staff, and upper-grade students) were surveyed throughout the year in various ways, and all stakeholders received two formal surveys in which they had the chance to use both rating scales and short answer "type in" methods to provide detailed information and feedback to leadership and staff members. These two formal surveys were conducted once at the beginning of the year and again after the winter break. These needs assessment surveys incorporated both Likert scale scores as well as opportunities to share qualitative feedback and additional comments. Questions on the surveys included topics related to both the academic and non-academic needs of the school community including social-emotional development, literacy, parent/guardian education, and any other needs. Copies of these surveys are housed in the principal's office.

The results of the surveys illustrated the ongoing demand to maintain a welcoming and positive school culture, despite the challenges that all schools, including HVES, have been through in recent years including changes in leadership. Parent/guardian surveys indicated strong approval of and

support for the instructional staff and multiple individuals included messages of gratitude related to the support their children have received, however, it is also very clear that parents/guardians are concerned about their children's well-being both from an academic and social-emotional standpoint, and a clear call for expanding and supporting extracurricular activities, on-campus events, and other events that help the students feel greater connection to the school, one another, and the content they're learning.

In addition, strong support and approval were noted for the academic program and the level of home-to-school communication. The most common suggestions from parents included decreasing class sizes and continuing to hold free family events at the school including those associated with arts and performances, as well as informal, "fun" events that include games and festivals. Respondents were complimentary regarding the level of safe school practices related to safety and security in the event of an emergency, although recent events across the nation have also elevated community concerns regarding school safety, especially as it pertains to school violence perpetuated by outsiders. This has created a renewed interest in revisiting and updating our plans to prevent and respond to school shootings.

Students indicated they appreciate the ongoing (and increased) access to technology, including Chromebooks and the software used on those devices, but also a strong desire to socialize with peers and engage in activities beyond the school day. Students provided positive feedback about the school in general and stated that they appreciate their teachers and leaders. Student survey results also showed they especially enjoy P.E. and science-related lessons and learning experiences. Students also expressed gratitude for the opportunities they have to interact with teachers and peers during recess and school events. The most common student suggestions for improvement were to increase after-school activities and clubs and to extend recess time. Students also made it clear that they would like additional lunchtime and after-school organized activities. A small number of results indicate that some students feel they need additional support as it pertains to building and maintaining friendships with their peers. A large majority of student responses indicated no need for improvement and that they enjoy their experience at Harvest Valley.

Staff survey results indicated a very positive response towards communication and collaboration during PLC time. Staff members commonly noted that they feel supported and that there continues to be a sense of positive school climate and a culture of "collective efficacy." The following programs received nearly universal acclaim from staff members: AVID, i-Ready, library/maker-space time, personalized goal Setting (for students), and the increased focus on mental health support for students.

The staff also indicated that they feel the district and site-level supported Orton-Gillingham (O.G.) literacy and language development approach has provided a much-needed boost for them and their students.

There were also several responses indicating the challenge of large class sizes in meeting the differentiated needs of students. Additional professional development and support related to the implementation of the "full inclusion" of students with special needs in general education classrooms also emerged from the surveys. The most commonly shared challenge for staff according to their responses is the lack of time as it pertains to administering assessments, collecting and analyzing the data, and then implementing the associated personalized intervention and support.

Regarding the work of our grade-level Professional Learning Community teams, although the majority of staff members either fully or partially support this approach, the majority would like to see the work continue but with an emphasis on planning instruction/lessons that align with the other

elements of the work (e.g. success criteria, common formative assessments, etc.). Another common need expressed was for the vertical collaboration of the teachers in order to align the use of themes and materials across grade levels, as well as increased professional development/understanding for discipline supports (Tier 2 and 3). Finally, staff members were divided on ways to improve the administratively directed PLC time which includes one (of two) meetings per week.

The principal and leadership team also obtain the input of parents/guardians at School Site Council (SSC) meetings, Parent/Guardian-Principal meetings ("Hawk Talk"), and English Learner Advisory Committee (ELAC) meetings in order to help determine the school's instructional and intervention plans for student success. Furthermore, the principal obtains input from student groups such as the Associated Student Body (ASB) to determine what students feel is necessary to improve academic, social, and emotional outcomes for students. The school principal also supports the collection of data from staff members throughout the school year regarding the implementation and effectiveness of instructional programs, intervention initiatives and programs, instruction, assessment, and any other needs with the intent to improve student success.

Results from the various surveys and data collection indicate there is an ongoing and increased need for additional reading intervention and/or extended learning opportunities for all students in the area of reading, and continued ongoing interventions for English Learners. Staff members indicated they would like to see increased support related to interventions as well as ongoing incentives for attendance improvement.

Additionally, results from the various surveys parents received indicated an ongoing need to continue to work toward increasing parent engagement with additional family events throughout the year. They stated clearly that they appreciate the ongoing efforts to ensure effective communication between teachers, school leaders and themselves. Student survey results indicated they appreciated the new extra-curricular activities this year and would like to see more.

Students also provided feedback that they'd like even more student leadership opportunities in addition to what is offered through ASB. Other feedback indicated that the following programs/initiatives continued to be very successful this year: i-Ready, Orton-Gillingham literacy development/support, personalized goal setting and interventions, once-a-week Mental Health Therapist support for specific students, online/digital intervention programs, AVID, and the time set aside for PLC and other professional learning opportunities.

Classroom Observations

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

The Principal and the Assistant Principal conduct both formal and informal observations throughout the year and strive to make a minimum of 60 total visits each month which works out to approximately two per teacher each month. All formal classroom observations were conducted.

Our school administrative team follows district guidelines and timelines to conduct formal observations and a specialized computer application is used to log visits and provide feedback. Feedback was provided to teachers in a variety of ways including handwritten notes, emails, and live feedback immediately afterward when possible. Additionally, approximately fifty percent of our certified staff is subject to formal observation and evaluation procedures each school year. This means probationary teachers receive three formal observations in addition to a final evaluation meeting. Teachers who have attained permanent status engage in two formal observations. All of these formal observations related to the evaluation process include pre and post-briefing meetings

to discuss the teaching standards and specific state, district, and site-level initiatives. We also continued to focus on the use of AVID related instructional practices with an emphasis on organization and Writing, Inquiry, Collaboration, Organization, and Reading.

Data collected from observations indicate that approximately 75% of teachers regularly facilitated learning experiences that included both organizational and close reading elements of AVID on a weekly basis, and this year 80% of teachers used at least one of these strategies each week at some point in their day. As it pertains to the use of success criteria, observation data indicates that 100% of teachers used the success criteria that were co-created with their grade-level during PLC, but approximately 60% are regularly creating and using success criteria not generated during their collaboration time. Classroom observation data also indicates a continued need to focus on first-best instruction that includes the aforementioned AVID strategies and instructional routines, embedded re-teaching and interventions for all students, mastery learning based on student rubrics that are co-created and used regularly throughout a given unit, a continual focus on small group reading instruction, an increased focus on ensuring student data is used to increase small group and one-on-one intervention increased writing instruction, and the regular use of common formative assessment in all grade levels. Based on observations there is an ongoing need for increased support for teachers to create lessons and tasks that require students to be more creative in their use of technology so they are doing more than accessing programs but are using technology more often in problem and project-based learning contexts.

Additionally, it was observed that teachers who participated in inclusive practices with the SAI teacher, including one third grade teacher in particular, frequently and effectively used the assistance of the instructional aide assigned to the classroom more effectively to assist during writer's workshops, math interventions, and all other academically rigorous instructional tasks. There was an increased emphasis this year at all grade levels on mathematics during planning and PD time since CAASPP data illustrates slower student growth in this content area. All students enjoy a 1:1 ratio between students and devices, and we continued to refine the use of technology and received ongoing support from the site technology coach. Teachers in grades 3-5 collaborated regularly regarding the use of i-Ready data to drive interventions and also benefited from the emphasis on the use of success criteria to drive instruction and increase student ownership of their learning. Teachers in grades TK-5 each made use of classroom devices to have students access online programs such as Reflex Math, Imagine Learning, RAZ Kids and Learning A-Z, in order to extend learning. All teachers enjoyed the training and use of multiple additional technology-related tools and resources including GoGuardian, Nearpod, and Go Formative, for example. They reported these tools provided significant support for them to monitor and support student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Exceeding performance goals: All staff members have been certified as highly-qualified.

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

All teachers attend state adopted instructional materials professional learning workshops and trainings.

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

Staff development is designed to meet the needs of the staff based on student data and survey data collected from various stakeholder groups which allow professional learning experiences to be customized and updated to meet the ever-changing needs of the learning community. Staff members also attend off-site workshops, coaching sessions, and conferences regarding a variety of topics including AVID, Blended Learning, California Standards for Mathematics, Cultural Proficiency, English Learners, GATE, Science/NGSS, Instructional Technology, etc.

Professional development is conducted in a whole group setting bi-monthly at formal staff meetings with a focus on topics aligned with federal, state, and local educator guidelines and standards. In addition to these bi-monthly all-staff development meetings, each week teachers meet twice as grade-level teams to work collaboratively. One of the two meetings is directed by the school administration and this time is used to plan instruction, review data, and collaborate regarding best practices related to teaching and learning. Therefore, teachers at Harvest Valley receive formal support approximately six (6) times per month for a total of approximately eight (8) hours.

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

Our instructional coach provides assistance during small group PLC time, and the bi-monthly staff meetings, and to support teachers one-on-one both during class time and during teacher-directed time. This job-embedded support allows teachers to receive support in real-time to observe demonstrations and to be observed and supported through a formal coaching cycle. Teachers are also able to attend district professional development training after school throughout the school year. Administration may also send teachers to additional in-district PD sessions if the teacher is in need of support in a particular area (e.g. early literacy development, intervention, etc.). Teachers may also request to attend outside professional development to increase the knowledge base to assist students in need. In addition to the support provided to all staff members, new teachers receive support through a district-wide induction program that provides job-embedded support at the site level including planning time, observations with feedback, etc.

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

All teachers have two 50 minute time blocks each week to meet as a grade-level team to collaborate regarding student progress and to analyze and act on data. One of the time blocks each week is directed by the school administration with guidance from district-level leadership and the other is teacher-directed.

The following are all topics that are covered regularly during the teacher collaboration time:

- AVID: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) PD/support
- Book Study related to building and maintaining a positive climate and culture
- Cultural Proficiency
- "Data Chats" (Data Analysis)
- EL Support (including instruction and ELPAC)
- Professional Learning Community/Grade-level teams (emphasizing common formative assessments and clear rubrics co-created by students)
- Intervention PD w/Instructional Coach

Teaching and Learning

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

Language Arts and Math curriculums are aligned to meet California Common Core Standards at every grade level and are standardized across the site and district. Every grade level also has a state-adopted curriculum in both social studies and science that address state standards.

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

All teachers teach the required daily/weekly instructional minutes for both language arts and math. All teachers submit daily instructional schedules to site administration and post them in their classrooms daily.

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

Language Arts and Math have accounted intervention time embedded.

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

All students have access to standards-based instructional materials at their grade level.

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

Harvest Valley utilizes Wonders and GoMath as state adopted curriculum and intervention programs. iReady is a supplemental program that is used.

Cultural Proficiency

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

All teachers provide daily intervention blocks for both language arts and math. Teachers administer common formative assessments and use self/peer assessment rubrics on a consistent basis to determine each student's learning needs. Teachers analyze common formative assessments as well as student self-assessment to provide intervention in a small group or one-on-one setting for both language arts and math.

Evidence-based educational practices to raise student achievement

All classroom teachers utilize researched-based instructional strategies in all subject areas to meet students' needs. All classrooms utilize a centers-based/station-rotation workshop model.

Parent, Guardian, and Family Engagement

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

Harvest Valley provides numerous opportunities throughout the school year for parents/guardians to be involved in their child's education and in the school community at large. We hold traditional Back-to-School Night and Open House events annually. Additionally, we have student performances scheduled throughout the year at our monthly Flag Salute/Awards Assembly. We also host academic-oriented family nights each year to include a "Read Across America" art and literacy celebration, Family Literacy Night, and Family Math Night. Harvest Valley also holds regular parent/guardian meetings to include a Parent/Guardian-Principal meeting and discussion group called "Hawk Talk" which is held six times throughout the school year, School Site Council (six meetings a year) and ELAC (six meetings a year). Harvest Valley also recognizes the importance of parent/guardian educational opportunities hosts English classes for parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent/Guardian input is collected at various parent meetings throughout the year such as "HAWK Talk" (Principal-Community meetings), School-site Council (SSC), ELAC, and LCAP committee meetings.

Funding

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

Harvest Valley is focused on using our categorical funds to support and provide services to students, staff, and parents/guardians in a variety of ways. Our most recent focus has been on the continued implementation of the school-wide AVID Elementary program, supporting the site and district revision of our Multi-Tiered Systems of Support (MTSS) program, and increasing parent/guardian support and communication including opportunities for them to receive additional information and education about our programs and how they can best support their children's development, staff professional learning opportunities, and improving our students' overall educational experience with an emphasis on personalized learning and the associated interventions and enrichment experiences.

Fiscal support (EPC)

Our fiscal support includes discretionary general funds, LCFF, Title I, and Title III.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Harvest Valley during the 2022-23 school year, we continued to use a variety of means and tools to elicit feedback and information from all stakeholders as we develop our Single Plan for Student Achievement (SPSA) and other school-wide initiatives based on state and local priorities as outlined in the Romoland School District's Local Control Accountability Plan (LCAP). We use the standard means which are required, including district and site LCAP meetings, School Site Council, Parent/Guardian-Principal Meetings, English Learner Advisory Committee (ELAC), and a variety of other in-person and electronic means of communication including Back to School Night, Open House, monthly awards assemblies, Parent/Guardian-Teacher Conferences, and student and family-centered events and activities to ensure we are integrating our efforts with the community.

These efforts are outlined below in detail as evidence of our ongoing stakeholder involvement efforts:

LCAP Site Meeting #1 on January 30th, 2023

Attendees: Michelle Wise, Manuel Machado, Kristina Haddock, Sherry Perry, Mark McDonald, Heidi Vega, Kristina Naranjo, Monica Flores

This site-based Local Control Accountability and Planning (LCAP) meeting helped ensure leaders at the district and site level work closely with representatives from various stakeholder groups, including parents/guardians as well as certificated and classified staff members. This meeting focused on reviewing the current LCAP, providing an overview of our current goals and the associated actions and services, and listening to feedback and perspectives from this group regarding big shifts in public education as well as planning for the following LCAP meetings to help ensure each meeting is efficient and effective.

We determined that our district and site are well prepared to continue to work to meet the needs of our students, however, there are new and ongoing challenges that will require new and different approaches. The team discussed the fact that HVES has endured some unexpected changes and challenges this year that will make the LCAP process more important than ever in order to continue to

Discussion Items:

Items that were discussed and need to be discussed further include the ongoing LCAP process and how it can best be used to drive positive change, attendance, and social-emotional support, and all the associated actions.

Recommendations for next Strategic Actions:

Based on this information, we will be working to determine future facilities needs for Universal Transitional Kindergarten (UTK), work to determine staffing needs for UTK as well as the expanded after-school program, determine food-related needs in the cafeteria, and look at increasing supervision and other areas that will eventually be impacted by the higher enrollment rates. We will continue to use funds and resources to ensure we have many student and family-centered activities and events now that the safety guidelines have been lifted and we are allowed to have in-person events.

LCAP Site Meeting #2 on February 13th, 2023

Attendees: Michelle Wise, Manuel Machado, Kristina Haddock, Sherry Perry, Mark McDonald, Heidi Vega, Kristina Naranjo, Monica Flores

Purpose of meeting:

Our second meeting's specific purpose was to focus primarily on our Multi-Tiered Systems and Supports as it pertains to students' social and emotional development, as well as take a closer look at our attendance improvement initiatives.

Data presented/discussed:

Data and information were presented to the committee regarding HVES' Social and Emotional Student Behavioral Support Plan which is a key element of our school-wide counseling and student support efforts, all of which integrate these diverse elements together. We showed our current attendance and behavioral data and discussed specifics such as where behavioral challenges usually occur, what time of day, and who they involve. We also shared the regular day schedule, the counseling schedule, and other meetings along with agendas, findings, and goals in order to help everyone understand where we've been, where we are, and where we need to go as a school according to this data.

Key Findings:

Our findings centered on needs, strengths, and key actions to be initiated during the 23-24 school year based on this data. Regarding our strengths as a site: first, our ability to meet the needs of students quickly, we do not wait; secondly, we work to prevent rather than respond to student-centered challenges; thirdly, we have a comprehensive counseling program that includes small group and one-on-one support among specialized programs and events; lastly, our site staff and leadership use a number of communication tools to regularly communicate with families, including parents/guardians.

Our areas of growth include the need for more consistency when it comes to recess/free-time rules and creating more activities and tasks for students during recess and other free-time activities.

Recommendations for next Strategic Actions:

The specific actions we will be taking based on this information will be to provide additional training, resources, and support to our campus supervision team ("Noon Duties") as well as our P.E. teacher and aides. We will purchase new recess equipment including new games that require group work and collaboration. We will also be monitoring our behavioral data more frequently to look for and respond to patterns we detect to improve behavioral outcomes, especially during free time. We are also working to create more opportunities for parents/guardians to learn about child development, including the importance of routines, attendance, sleep, etc. Finally, we will be making sure we provide incentives for attendance but that we avoid only emphasizing "perfect attendance" and instead focus more on growth and improvement as well as making our campus and classrooms more engaging and inviting since we know that is the number one priority as it pertains to positive student attendance and behavior.

LCAP Site Meeting #3 on March 13th, 2023

Attendees: Michelle Wise, Manuel Machado, Cecilia Munoz, Rosalyn Carroll, Mark McDonald, Jordan Alonzo, Silva Rosales, Yesenia Vasquez, and Marcie Curcie

Purpose of meeting: The purpose of this meeting was to continue to analyze, discuss, and make action plans related to the topics of attendance and academics, both vital elements of our LCAP. This meeting was mainly focused on academics since this is an area of great concern for our school community, especially in light of the interruptions to student learning over the past few years.

Data presented/discussed:

Data regarding our students' academic performance was shared, including i-Ready diagnostic and usage data, as well as local assessment information, and data related to student attendance. We also reviewed and discussed data collected by the counselor and administration related to these two areas.

Key Findings and Discussion: We have determined that attendance has always been a challenge at HVES, and although it continues to an area of needed improvement, our students have actually done better than many schools in the state and within our district. Our biggest concern at this time is centered on chronic absenteeism. We also determined that despite the major growth many of our students have experienced this year, too many children are still one or more years behind grade-level standards according to the latest data. We need to continue to refine our intervention and acceleration practices.

Recommendations for next Strategic Actions:

We are planning on doing all of the following as part of our strategic actions related to these areas next year: Provide brag tags for attendance, host parent/guardian workshops and provide more information about attendance, engage in a marketing campaign during the first month of school to focus attention on those students who have the biggest, earliest attendance concerns, explore rideshare and other options for transportation, work with our child welfare liaison to provide gas cards for families in need, facilitate the connection between school, families, and resources for community, establish grade level/schoolwide agreements about student personalized attendance goal setting and progress monitoring in their AVID binders, ensure our school counselor focuses more on primary grades since the focus has been more on upper grades in recent years, increase “purposefulness” of PLCs, ensure the teaching reading comprehension, not just phonics and decoding skills, ensure a more systematic approach to literacy instruction increase intentional focus and instruction on listening and speaking skills, standardize goal setting across grade levels and school with an emphasis on students’ personal and collective efficacy, offer math interventions and math vocabulary, and ensure there are more math and number talks to increase student engagement and achievement.

LCAP District Meeting #1 on March 22nd, 2023 from 3:00-4:30 pm

Attendees: Lilly Ellefsen, Manuel Machado, Rosalyn Carroll, Mark McDonald, Sherry Perry, Linda Miley, Heidi Vega, Monica Flores

Purpose of meeting: To discuss and review LCAP feedback and needs assessments from the various site-level LCAP meetings. Topics included universal TK, universal meals, and expanded after-school program.

Data presented/discussed:

Information and discussions were held regarding early access and social experiences for the youngest students (TK), possible barriers regarding UTK, meals, and expanded after-school/child-care. Staffing, facilities, and supplies were also discussed in detail and notes were taken as well as follow-up meetings and actions. The main ideas that emerged revolved primarily around the needed physical spaces and personnel that would be needed to facilitate the implementation of these new state programs.

Key Findings:

It was determined that the Romoland School District is uniquely positioned to successfully support these endeavors, however, it was also determined that multi-year plans are needed to ensure appropriate staffing acquisition, training/professional development, and implementation support.

Discussion Items:

Discussion items included the aforementioned three primary new changes in California and more specifically solutions to the barriers including possibly building new facilities/buildings, incentives for new hires, and community information to help everyone take advantage of the state’s new initiatives.

Recommendations for next Strategic Actions:

The consideration of new facilities by the board, district and site-based planning meetings, and site-based supports that will be needed relating to Universal TK staff and curricular acquisition and development.

LCAP District Meeting #2 on April 5th, 2023 from 3:00-4:30 pm

Attendees: Lilly Ellefsen, Manuel Machado, Rosalyn Carroll, Mark McDonald, Sherry Perry, Linda Miley, Heidi Vega, Monica Flores

Purpose of meeting: To review and discuss LCAP feedback and needs assessments from the various site-level LCAP meetings that were held previously. Specific topics for this meeting included multi-tiered systems and supports related to attendance, social and emotional learning, student behavior, academics, and parent and family engagement.

Data presented/discussed:

Detailed information and feedback from the site-based LCAP meetings was shared with all present which related to the topics above including multi-tiered systems and supports related to attendance, social and emotional learning and student behavior, academic, and parent and family engagement. The primary themes discussed were around the need

to provide additional opportunities in various formats to support parents/guardians to better understand how to support their children and the school they attend. Social-emotional and behavioral supports were also discussed as well as academic support, including vertical alignment to support students across the various grade levels. Attendance, and what best supports positive attendance, was also a key discussion item, and findings related to these various topics are included below.

Key Findings:

The key findings from this meeting included the following: first, the data and feedback show a clear need to provide additional opportunities in various formats to support parents/guardians to better understand how to support their children and the school they attend, from in-person events and workshops to prerecorded multimedia messages and informational workshops; secondly, that our schools would all benefit from better support for students during recess and other free time since the data which shows that most behavioral challenges occur during these times; thirdly, that attendance progress and support needs to be better integrated into the student and family goal setting processes, and that best, first instruction and a welcoming campus environment is the key to positive student outcomes and attendance, including all of these areas from attendance to behavior to academic and family engagement.

Discussion Items:

Key discussions took place around incentives and other ways to positively impact and reward students for positive attendance, behavior, and academics. We also discussed ongoing, proactive social and emotional support for students, such as those methods used as part of our collective Positive Behavior Interventions and Support (PBIS) work. Additionally, in-depth conversations took place around simple, "bite-sized" parent workshop videos and workshops that will both inform parents about best practices, etc. but also allow them to make stronger connections between the school and between themselves as parents/guardians. Finally, we also discussed the ways we can increase student engagement and success by ensuring we have vertically aligned student goal-setting forms and tools.

Recommendations for next Strategic Actions:

The group, both in small groups and collectively at the end, reviewed the key actions tied to these areas then took place around incentives and other ways to positively impact and reward students for positive attendance, behavior, and academics. We also discussed ongoing, proactive social and emotional support for students, such as those methods used as part of our collective Positive Behavior Interventions and Support (PBIS) work. Additionally, in-depth conversations took place around simple, "bite-sized" parent workshop videos and workshops that will both inform parents about best practices, etc. but also allow them to make stronger connections between the school and between themselves as parents/guardians. Finally, we also discussed the ways we can increase student engagement and success by ensuring we have vertically aligned student goal-setting forms and tools.

LCAP District Meeting #3 on April 19th, 2023 from 3:00-4:30 pm

Attendees: Daniel Todd, Manuel Machado, Rosalyn Carroll, Mark McDonald, Jordan Alonzo, Cecilia Munoz, Marcie Curcie, Yesenia Vasquez

Purpose of meeting: To discuss and review LCAP feedback and needs assessments from the various site-level LCAP meetings. Specific topics included campus safety and supervision, increased opportunities for student enrichment and extracurricular activities, and site and district-level professional learning and development.

Data presented/discussed:

Detailed information and feedback from the site-based LCAP meetings was shared with all present which included the aforementioned topics, namely campus safety and supervision, increased opportunities for student enrichment and extracurricular activities, and site and district-level professional learning and development.

Key Findings:

It was determined that there are common themes that emerged from the various site-based LCAP meetings including a need to continue to find new and more effective means to engage students and families, with a specific focus on extracurricular activities, such as clubs, sports, etc., as well as site-based student-centered activities and events. It was also noted that more intentional and proactive supervision strategies would benefit our schools. Finally, mental health was also a noted topic, and the fact that many more students are exhibiting behaviors that require mental health screening and/or support which means we have had to consider the best way to meet these increasing needs.

Discussion Items:

Discussion items included the aforementioned topics, namely extracurricular activities and site-based student-centered activities and events, more intentional and proactive supervision strategies, and an ongoing focus on student mental health.

Recommendations for next Strategic Actions:

The group determined that these areas will require the expenditure of funds to purchase new recess play-based activities equipment as well as to provide professional development for the campus supervisors with the support of the P.E. teachers, administration, and others as needed. Specific dates will be needed (and have since been determined), as well as similar clear expectations with accompanying dates and resources for the other two areas, namely mental health supports and student and family-centered activities. The district agreed to additional LCAP funding to help sites with the aforementioned actions.

ELAC Meeting #1 on September 13, 2022 8:45-9:00AM

Attendees: Heidi Vega, Katy Verduzco, Daniel Todd, Yureli Perez, Kimberly Orenday, Manuel Machado

Purpose of meeting: (be specific to the topics presented in this meeting. See the agenda if necessary): To inform parents of: What is ELAC?; ELAC Responsibilities; General information about the beginning of the school

Data presented/discussed: ELPAC Data. Discussion of future dates.

Key Findings & Discussion Items: ELPAC information. See "Purpose of Meeting".

Recommendations for next Strategic Actions: Future dates.

ELAC Meeting #2 on October 18th, 2022 8:15-9:15AM

Attendees: Yureli Perez, Kimberly Orenday, Carmen Ixba, Rafaela Santos, Monse Pacheco, Manuel Machado, Daniel Todd

Purpose of meeting: To inform parents of ELAC Responsibilities; Stress the importance of Regular Attendance.

Data presented/discussed: Attendance data and the impact COVID has had on attendance.

Key Findings & Discussion Items: Reclassification. ELPAC Testing; the instructional programs we have for EL students; COVID protocols for the school and district. See "Purpose of Meeting".

Recommendations for next Strategic Actions: Future dates. Focus on attendance.

ELAC Meeting #3 on November 15, 2022 8:45-9:30AM

Attendees: Yureli Perez, America Avalos, Rosa Castaneda, Kimberly Orenday, Maria Rojas, Genoveva Villasenor, Maria Sanchez, Manuel Machado, Daniel Todd, Monse Pacheco

Purpose of meeting: (be specific to the topics presented in this meeting. See the agenda if necessary): To inform parents of: Multi-Tiered Systems of Support (Academics, Social-Emotional-Behavioral Learning, Attendance); Solicitation from the parents for the LCAP/SPSA.

Data presented/discussed: Academic, Suspension, and Attendance data was shared and discussed.

Key Findings & Discussion Items: The need to accelerate student learning was discussed. The three major initiatives in California were shared. Parents input for the SPSA (School Plan for Student Achievement) was solicited (See below for results); See "Purpose of Meeting".

Recommendations for next Strategic Actions: Parents recommended the following: More bilingual staff; Parents would like to see a Bilingual program such as a dual immersion program.

ELAC Meeting #4 on March 31, 2023 8:15-9:15AM (repeat for all ELAC meetings this year. At least 4).

Attendees: Yureli Perez, Monse Pacheco, Kimberly Orenday, Carmen Ixba, Rafaela Santos, Manuel Machado

Purpose of meeting: (be specific to the topics presented in this meeting. See the agenda if necessary): To inform parents of: The Annual Language Census; Sharing of the school's SPSA Summary for 2022-23.

Data presented/discussed: Language Census data/numbers. SPSA Plan.

Key Findings & Discussion Items: Information regarding the Annual Language Census as well as the SPSA were discussed.

Recommendations for next Strategic Actions: Begin planning for next year.

ELAC Meeting #5 on April 29, 2023 8:15-9:15AM (repeat for all ELAC meetings this year. At least 4).

Attendees: Yureli Perez, Monse Pacheco

Purpose of meeting: (be specific to the topics presented in this meeting. See the agenda if necessary): To inform parents of: The Annual Language Census; Sharing of the school's SPSA Summary for 2022-23.

Data presented/discussed: Language Census data/numbers. SPSA Plan.

Key Findings & Discussion Items: Information regarding the Annual Language Census as well as the SPSA were discussed.

Recommendations for next Strategic Actions: Begin planning for next year.

ELAC Meeting #6 on May 19, 2023 8:15-9:15AM (repeat for all ELAC meetings this year. At least 4).

Attendees: Yureli Perez, Monse Pacheco,

Purpose of meeting: (be specific to the topics presented in this meeting. See the agenda if necessary): To inform parents

of: The Annual Language Census; Sharing of the school's SPSA Summary for 2022-23.

Data presented/discussed: Language Census data/numbers. SPSA Plan.

Key Findings & Discussion Items: Information regarding the Annual Language Census as well as the SPSA were discussed.

Recommendations for next Strategic Actions: Begin planning for next year.

SCHOOL SITE COUNCIL

The School Site Council (SSC) is the key formal means by which our planning for the 2022-2023 SPSA was performed. We relied on information from the previous school year which required ongoing communication with parents/guardians, students, and the general learning community. Starting in March of 2021, information about the Council and the associated processes was communicated and follow-up messaging with requests for nominations occurred again at the start of the school year in August 2021.

Nomination forms were also made available in the school office. SSC nomination forms for both certified and classified staff were also provided to all staff members via a Google form in March of 2021 with subsequent follow-up occurring at the start of the school year in August 2020. All nominations took place over a two-week period. After the nominations were confirmed, election ballots were distributed to all groups. The ballots were collected for a three-week period and results were provided. The election results indicated that we had the necessary number of members from each stakeholder group including teachers, other staff, parents, and the administration. The following information captures the summary of key information from all of these School Site Council meetings from throughout the school year:

HVES SSC Meeting #1 on August 26, 2022 3:00-4:30PM

Attendees: Daniel Todd, Denise Encinas, Colette Reyes, Rebecca Bates, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

The purpose of this first school site council meeting was to provide training to the council and to determine new members, as well as review the current data and reality for the school based on a variety of metrics, and finally to review budgets, key policies and compacts including the Parent/Guardian and Family Engagement Policy/ESSA.

Data presented/discussed:

A detailed overview of the "Robert Rules of Order," as well as the expectations for all the council members, was presented and discussed. Once the training was complete, all positions on the council were voted on and filled successfully, and that was followed up by a review of the bylaws and their subsequent approval. Also, a comprehensive Student Achievement Update was also presented which included the most up-to-date achievement data for iReady reading and math, as well as the most up-to-date reading comprehension data available, this included specific percentages for attendance and comparison charts showing how much attendance has declined (from approximately 96% to the around 89% mark, a significant decline for our school site. Additionally, the council reviewed student attendance and suspension data and noted that suspensions have been in constant decline with very few suspensions over the previous two years, due in large part to the closure of the campus in addition to the effective student behavior supports in place. A detailed Single Plan for Student Achievement (SPSA) summary and budget update was also provided that included a line-by-line review. Additionally, the council reviewed each SPSA goal. Finally, the group also reviewed the Parent/Guardian & Family Engagement Policy/ESSA Policy with the help of the principal.

Key Findings & Discussion Items:

The key findings from this first SSC meeting were as follows: first, we established a new council and the group expressed their desire to do everything possible to support the school and students despite the ongoing challenges related to the pandemic, namely the lack of on campus activities, in person meetings, parents not allowed on campus, etc.; second, that the council is functional and that we have all positions filled; third, that student achievement had been affected by the pandemic, yet the i-Ready data did not clearly indicate this thus leading us to believe that the i-Ready diagnostic data was not as "clean" as we might have expected since students were at home rather than in the controlled classroom assessment environment; fourth, the Title I and III budgets are aligned with the goals, actions, and services indicated by the various data sets and inputs used to guide the school administration, leadership teams, and the School Site Council; fifth, that the parent/guardian and family engagement policies and ESSA policy are aligned with state and local guidelines and have been updated and shared with parents/guardians.

The group discussed student well-being, development, and academic achievement in detail with respect to these various key topics and findings. The consensus from all stakeholders in the group was that we need to focus on the "whole child" as Harvest's Mission Statement indicates, but with a particular focus on student mental and social health due to the prolonged absence from the typical educational experience, or the lack thereof entirely for many of our

youngest students. We also discussed and reviewed the concept of “Acceleration not remediation” in order to help ensure all students not only receive the support needed to catch up but to accelerate and achieve grade-level standards.

Recommendations for next Strategic Actions:

The group recommended that we continue on the course we are on, namely to focus on acceleration and not just remediation/intervention. We also determined it would be vital to ensure all classrooms are using the various PBIS and other practices, such as the First-Step and Character Counts programs, as well as class-based social circles. Additionally, we discussed the importance of the administration continuing to be visible and approachable to not only students but also parents/guardians and staff. Finally, we discussed the importance of continuing to fund and support after-school extended learning programs, especially for English Learners.

SSC Meeting #2 on October 6, 2022 3:00-4:00PM

Attendees: Daniel Todd, Amy Crismon-Noguera, Colette Reyes, Rebecca Bates, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

To review and discuss student achievement and attendance as well as staff feedback and parent and guardian information/data.

Data presented/discussed:

The council was presented with information about student achievement and attendance using quantitative and qualitative data sets, including California Healthy Kids Survey information, student attendance percentages from our student information system Aeries, and specific data related to chronic absenteeism and truancy levels. The council also reviewed parent and guardian information/data collected by the site administration from a variety of sources including two parent surveys sent out during the previous school year.

Key Findings & Discussion Items:

The key findings from this data collection and the subsequent discussions indicates the following: firstly, that student attendance was significantly lower than before the pandemic, thus indicating both the ongoing health concerns, illnesses, and parent/guardian unwillingness to send students to school for various reasons, some justified and others perhaps not, which creates challenges for all staff as we work to determine how to best meet the needs of students during the pandemic; secondly, it was determined that the HVES staff and leadership, with the support of parents/guardians, had effectively buffered some of the biggest negative impact on student achievement but regardless of this effective work, roughly 40% of students are one or more year behind academically; and third, that the pandemic has created gaps in both academic and social-emotional health for students and staff and our ongoing focus on supporting students by helping them accelerate their development will need to be the ongoing focus throughout the 2022-2023 school year.

Recommendations for next Strategic Actions:

The recommended actions were as follows: continue using the various communication tools and programs currently in place to communicate with parents/guardians to express to the community the importance of attending school whenever possible, and to sign up students for the extended learning opportunities when they become available.

SSC Meeting #3 on December 8, 2022 3:00-4:00PM

Attendees: Daniel Todd, Denise Encinas, Colette Reyes, Rebecca Bates, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

The primary purpose of this meeting was to review and discuss the 2022-2023 Harvest Valley Elementary School Comprehensive Safety Plan. The meeting was also scheduled to review additional student data including i-Ready student data, as well as to review the school’s plans to hold clubs and extracurricular activities to the extent possible under the health restrictions that were in place.

Data presented/discussed:

The school administration reviewed vital information from the 2022-2023 Harvest Valley Elementary School Comprehensive Safety Plan with an emphasis on disaster preparation and COVID-19 safety measures. Specific information and data regarding the i-Ready Diagnostic assessment were also shared. Finally, the group reviewed plans to keep students connected to school and one another despite the challenges of the pandemic.

Key Findings & Discussion Items:

Key findings included the approval by the council of the 2022-2023 Comprehensive Safety Plan. The council determined the plan meets the needs of the students and community as well as the rigorous demands of local, state, and federal requirements. We also reviewed the procedures and approvals the plan must go through at the district level. We also reviewed i-Ready data and the council agreed that while students are being successfully accelerated in many cases, a large number of students remain significantly behind for various reasons. Finally, the council agreed that the district and school are keeping students as safe as possible during the pandemic.

Recommendations for next Strategic Actions:

The follow-up from this meeting included ensuring the Comprehensive Safety Plan is accessible to all stakeholders once it gets approval by the RSD Board of Trustees, which is the next step. Furthermore, we decided to continue to revisit our safety plans and procedures regularly throughout the year with an emphasis on COVID-19, but also to ensure we stay as prepared as ever for any sort of emergency that might arise. Furthermore, meetings and follow-up actions related to student intervention were also planned based on the most recent i-Ready assessment data.

SSC Meeting #4 on March 13th, 2023 3:45-5:00PM

Attendees: Lilly Ellefsen, Denise Encinas, Colette Reyes, Rebecca Bates, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

The primary purpose of this meeting was to review key dates on the school-wide calendar and to review and discuss student achievement data updates, with an emphasis on student social, emotional, and behavior.

Data presented/discussed:

Specific information and data from site-based common assessments were shared, as well as another review of the most current i-Ready Diagnostic data was also shared. We also reviewed and discussed attendance and behavior data and shared the following actions and services being used to support positive student behavior and well-being: class-based social circles, morning check-in service for select students, Helpful Hawks, Peace Patrol, Mentoring Matters, and administrative check-ins with students.

Key Findings & Discussion Items:

We determined that although many students are significantly behind, we also have significant numbers of students who are at or above grade level and who require additional support in the form of enrichment. Furthermore, student data suggests that students are accelerating their learning and approximately 10% (1/10) of the students who were two or more years behind have already shown significant improvement and are now one or fewer years behind. We also determined that all of the current endeavors to support students' social and emotional health are needed and that we may need to expand the support we have in place for recess and other unstructured time for students.

Recommendations for next Strategic Actions:

We determined that the next steps to support students academically may need to include a revision of our intervention practices across the school. We also determined that students are accelerating but that not all students who are in need of intensive intervention are accelerating at the same pace. We also determined that we need to continue to focus on training and resources to help decrease the behavioral issues that occur during unstructured time.

SSC Meeting #5 on April 18th, 2022 3:00-4:30PM

Attendees: Lilly Ellefsen, Colette Reyes, Rebecca Bates, Amy Crismon-Noguera, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

The purpose of this meeting was to review the current Local Control and Accountability Plan (LCAP) and to review the goals and actions associated with it. We also reviewed the most recent LCAP meetings, both site and district-based, in order to share the questions, feedback, and potential plans and actions in order to expand feedback and increase information and connection. The Single Plan for Student Achievement Draft Summary document for HVES was also presented and reviewed by the team.

Data presented/discussed:

The team delved into the detailed feedback and responses that were provided during the site and district LCAP meetings in order to better understand the current trends, needs, and potential solutions. We also reviewed the SPSA Draft Summary document in detail to ensure the council members all understand and approve of the direction we're moving in related to our various goals and the associated actions and expenditures. We reviewed the specific dollar costs for the various items and discussed how they differ, if at all, from the previous expenditures.

Key Findings & Discussion Items:

It was determined that the site-based LCAP team--some of whom are also members of the School Site Council--is aligned for the most part very well with the ideas, concerns, and proposed actions we had discussed and devised as a council, therefore the council was pleased with this alignment in values and proposed actions. Furthermore, the SPSA Summary was found by the council to be in alignment too and there were no significant questions raised about it.

Recommendations for next Strategic Actions:

The recommended next actions include continuing to work closely with the district to create an LCAP that is aligned with the site, district, state, and federal priorities, laws, and policies. It was also determined that the administration should go forward with the development of the SPSA according to the drafted plan shared with them during this meeting.

SSC Meeting #6 on June 1st, 2023

Attendees: Lilly Ellefsen, Denise Encinas, Colette Reyes, Rebecca Bates, Deanna Cuppett, Elena Cervantes, Marcie Curcie, Manuel Machado

Purpose of meeting:

The purpose of this meeting was to review the current Local Control and Accountability Plan (LCAP) and to review the goals and actions associated with it. We also reviewed the most recent LCAP meetings, both site and district-based, in order to share the questions, feedback, and potential plans and actions in order to expand feedback and increase information and connection. The Single Plan for Student Achievement Draft Summary document for HVES was also presented and reviewed by the team.

Data presented/discussed:

The team delved into the detailed feedback and responses that were provided during the site and district LCAP meetings in order to better understand the current trends, needs, and potential solutions. We also reviewed the SPSA Draft Summary document in detail to ensure the council members all understand and approve of the direction we're moving in related to our various goals and the associated actions and expenditures. We reviewed the specific dollar costs for the various items and discussed how they differ, if at all, from the previous expenditures.

Key Findings & Discussion Items:

It was determined that the site-based LCAP team--some of whom are also members of the School Site Council--is aligned for the most part very well with the ideas, concerns, and proposed actions we had discussed and devised as a council, therefore the council was pleased with this alignment in values and proposed actions. Furthermore, the SPSA Summary was found by the council to be in alignment too and there were no significant questions raised about it.

Recommendations for next Strategic Actions:

The recommended next actions include continuing to work closely with the district to create an LCAP that is aligned with the site, district, state, and federal priorities, laws, and policies. It was also determined that the administration should go forward with the development of the SPSA according to the drafted plan shared with them during this meeting.

PARENT/GUARDIAN SURVEYS & OTHER MEANS OF FEEDBACK

Throughout the year the Harvest Valley administration and leadership team help lead efforts among the entire staff to seek parent/guardian and community input regarding our school's programs and the accompanying goals along with the associated actions and services. During the year we sought their input in formal and informal ways and did so both in person as well as via surveys they can submit digitally or in writing and via any other means they deem necessary to express themselves (e.g. phone calls, SMS messaging, emails, Parent Square messages, etc.). Below we have detailed key feedback we received from our formal surveys and meetings along with a summary of the data collected via less formal means. The "Hawk Talk" Meetings are held regularly and allow parents/guardians to have face-to-face time (remotely for the first half of the year) with the school administration, including the principal, and to receive updates about the school's programs, student progress, and affords them the opportunity to meet and get to know other parents/guardians and to form relationships and build community. The meetings are generally scheduled on the same day as the ELAC meetings in order to help ensure parents/guardians can attend both meetings. Translation services are provided for parents/guardians at every meeting.

"Pastries with the Principal" Monthly Meetings

Meeting #1 September 13th, 2022

The initial Hawk Talk meeting focused on introductions and getting to know the new principal and assistant principal. It also included a special emphasis on the lack of in-person instruction due to the ongoing health restrictions related to the pandemic. The school's mission and vision statement was reviewed and the principal led the parents and guardians who

attended through a detailed data review of the key indicators of student achievement. The review included a close look at local and state standardized assessment data along with indicators that provide objective information about students' social-emotional well-being including a look at the data collected from the California Healthy Kids Survey from the previous school year. Time was also allotted for parents to provide their input and to get to know one another better. Attendees provided feedback about what they appreciate and also shared their gratitude for the many engaging and fun after-school and evening activities planned for the year. They also discussed the importance of continuing to support students academically, emotionally, and socially. Additionally, they expressed gratitude for the therapist services that were provided for the first time on a weekly basis at the site level.

Meeting #2 October 18th, 2022

During this meeting, we elicited feedback about student feedback and provided updates regarding the next steps and when we think on-campus instruction might resume. As in the past, key data was also reviewed and discussed. Participants asked questions about how they can help support their children academically and also asked how they might help get more parents/guardians involved in supporting their children. The group discussed strategies and plans to address both of these questions. Additionally

Meeting #3 November 15th, 2022

In addition to time to build community, attendees to this third meeting engaged in an attendance data review presentation in which the principal and assistant principal shared concerns about student attendance and, more specifically, lack of engagement online. Chronic absenteeism in particular is our biggest challenge related to attendance. The group then talked about ways we can support parents/guardians and students in order to help them overcome their challenges and get students to school on time. The group also took time to review important upcoming dates and activities they felt would help build on the positive school climate they stated they experienced at Harvest Valley.

Meeting #4 January 15th, 2023

Reviewed safety plans and measures, discussed i-Ready and other educational programs, and how to best use them. Announced painting of the school and then provided a chance for questions and answers.

Meeting #5 February 23rd, 2023

Provided parents/guardians the chance to share their perspectives on remote learning. They shared ideas about how it could be improved but most stated they feel the staff has done an excellent job in ensuring there are consistent, well-planned online lessons. It was shared that there is not much anyone can do to improve the overall quality of instruction further due to the health restrictions and the lack of in-person instruction.

Meeting #6 April 13th, 2023

Provided parents/guardians the chance to share their perspective on the school year and look ahead to the end of the school year and the following year. Data from the latest assessments are shared

Parent/Guardian and Community Surveys

In addition to the aforementioned ways parents/guardians were involved in the SPSA review and revision process, all parents/guardians are surveyed in the fall and then again in Spring each year to determine the instructional and cultural needs of the school. A formal parent/guardian survey was sent home with students and disseminated digitally in April. All surveys were disseminated in both English and Spanish in order to help ensure all stakeholders could comprehend and respond to them. The information gathered was shared with staff and the community and was used during leadership planning for the upcoming school year.

Parent/Guardian Survey #1: Fall (September) 2022

This survey focused on the topic of remote learning and technology but still allowed for open-ended, creative responses in order to help elicit honest feedback regarding the perceived challenges from families. These open-ended questions allowed us to gather parent/guardian ideas about the school's greatest areas of strength as well as areas of potential growth. The results revealed that for this group of stakeholders, "caring staff and good communication" continue to be vital elements of positive and effective school culture and they believe these are some of "the biggest strengths." They also indicated that student safety is of the highest importance and felt, overall, that Harvest Valley is a safe and welcoming school. Some parents/guardians indicated that they felt the campus supervisors (i.e. "noon duties") could use additional support and training because some of these employees "have been there for many years" and are not as patient and supportive as they could or should be when providing guidance and discipline on the playground and around the lunch areas. Results also indicated that parents/guardians appreciate AVID and the other school programs that help ensure students receive a rigorous, challenging, and academically supportive learning environment. This information was used to help guide decisions at every level of leadership at the school all the way down to the planning that takes place regularly at the grade-level and classroom levels.

Parent/Guardian Survey #2: Spring (April) 2023

This second survey was more comprehensive than the first as it was designed to help guide the staff and the leadership of the school both through reflection on the current school year as well as preparations for the upcoming academic year, especially since a new principal will be taking over during the 2023-2024 school year. It is important to the community that the new principal continue to focus both on accelerating students' academic progress as well as their social and emotional health and well-being.

Staff Surveys and Feedback

Throughout the year the school administration requests information, data, and feedback from both certified and classified staff members. Multiple formal surveys (3) were provided to the staff at the beginning, middle, and end of the school year. The information gathered from the staff was instrumental in helping drive decisions and in actions designed to refine and improve efforts. A brief description of each survey can be found below:

Survey #1: August 2022

The first staff survey was designed to help the new administration better understand the staff's perception of the current state of the school's overall academic program and the associated initiatives and tools. It was clear from this survey that COVID-19 and the related restrictions have created myriad challenges for all staff members, especially teachers, aides, and special education program specialists. This survey also provided the administration with a better understanding of the school's climate and culture. The survey indicated the staff felt positive about the progress students have made and that they understand and appreciate AVID and the other programs and tools that provide vital information about student progress. It also indicated an ongoing need to continue in the professional learning that has been taking place at the site for the last 2-3 years with a focus on "closing the gap" for those students who are one or more years behind in terms of grade-level standards mastery.

Staff Survey #2 November 2022

The second survey was brief and focused primarily on student data (primarily math and ELA/literacy/language development) and on specific programs and tools such as i-Ready as well as the "Hawk Time" literacy intervention initiative.

Staff Survey #3 April 2023

The final survey focused on ensuring the new administrative team will be able to resume the routines, procedures, and instructional agreements that are working well and, at the same time, create the needed changes and shifts to meet the ongoing, changing needs of the staff and student body.

Student Feedback

Student feedback is normally gathered in a formal fashion toward the end of the school year via the California Healthy Kids Survey (CHKS) as well as the Olweus Bullying Prevention (OBP) survey. These student-centered surveys provide us with key information about students' perceptions of where and how challenges are occurring on campus and among which student groups. This information has become more valuable since we have more data points to compare. In addition to these measures, as part of the LCAP process representatives from Educational Services along with the district community liaison and communications officer came to the school and met with students selected by the administration and by teachers to review specific questions and to discuss their experiences at Harvest. The students selected were representative of diverse backgrounds and academic performance levels. School leaders also worked with the counselor and teachers to help ensure that students who struggle with behavior were involved in order to be able to gain a wide-ranging perspective on our school's program and climate. Students indicated through these various means that they'd like to have more fun activities, including after-school sports, etc. They indicated that they feel safe at school but that the upper grades are where students experience more challenges that range from minor harassment to bullying. However, despite instances of these negative behaviors, the majority of students feel they are safe emotionally, intellectually, and physically at school and simply want to have even more lunch and after-school activities.

Feedback from the various surveys clearly indicates that neither the community nor the staff desires any broad, significant changes to the current approach to teaching and learning at Harvest Valley Elementary School. Parents and guardians stated they feel connected to the school and they appreciate the methods and tools, including social programs (e.g. AVID Elementary), the various district-approved curricula, educational software, and the social-emotional supports that are in place. They did provide feedback about specific areas to which they recommended improvements and/or additional support in the SPSA. We will continue to use this information to make plans and adjustments to better meet the needs of our students, staff, and community all with a focus on great levels of student achievement and well-being.

In addition to eliciting feedback and using it to help guide decision-making in every facet of school operations, at Harvest Valley the community also receives specialized support in a variety of areas and through different means. These services include but are not limited to the following: translation services both for live meetings and documents and

messaging, GED and English evening courses for members of the community including HVES parents/guardians taught by HVES staff in conjunction with Mt. San Jacinto Community College, Family Support Courses offered to the whole family including children during the evening provided with support from the Riverside Community (County) Health Services, and a variety of evening activities and events including ASB Family Nights, academic-oriented family nights, and our traditional Back-to-School and Open House evening events.

Based on this stakeholder input and evaluation of the implementation and effectiveness of the 2021-22 SPSA actions, the California School Dashboard data, and local/district benchmark data, the Harvest Valley Elementary School Site Council recommends the following revisions of the SPSA for 2022-23:

- Increase funding and support for extended day learning opportunities (i.e. tutoring) for all students who are not at grade level in literacy and/or mathematics in addition to what is funded by the school district
- Increase funding and resources related to Tier II interventions for academics and behavior, including a stronger Tier II Reading Foundations approach that is common as well as for behavioral support
- Increase funding for extracurricular activities offered to all students such as clubs, intramural sports, etc. based on parent/guardian and staff requests related to the lack of in-person activities due to pandemic-related restrictions.
- Increase funding for the action/service related to increasing professional learning and development workshops and coaching for educators, especially instructional aides, who work closely to support Students with Disabilities (SWDs)
- Add action/service for general education teachers related to the inclusion of students with special needs in the general education classroom, including support related to co-teaching with specific emphasis on ELA/literacy and mathematics.
- Reduce expenditures related to the materials needed to fully implement the Orton-Gillingham literacy development program since the district provided funding in 22-23 to help ensure sufficiency in materials for school-based action plans such as the one we have planned for Tier II intervention
- Modify action/service associated with attendance improvement initiatives to include additional efforts and spending related to incentives related to improved attendance, not just perfect attendance as well as ways to support students in the virtual classes.
- Promote AVID and other Family Nights and/or more student-centered activities which will include plans that incorporate art into the events when appropriate
- Increase funding for "Extended Learning Day" (e.g. small group interventions outside of the normal school day schedule) for ELA and math with an emphasis on supporting students with the most intensive needs, including enrichment not just the "tutoring" style extended learning
- Increase funding for AVID PD and materials due to the build-up of PD needs due to the lack of in-person events and workshops from AVID related to the pandemic.

Continue with increases in funding for printing costs for Student and Parent Handbooks, Staff Handbook, etc. due to rising printing costs and increased student enrollment

- Increase funding for site licenses for supplemental and intervention learning programs due to increased costs and increased student enrollment
- Modifications to the Impact Team work include a decrease in expenditures due to decreased budgets and a shift in focus in the Evidence, Analysis, and Action (EAA) protocol to instructional design with an emphasis on the "Lesson Study" cycle and related elements.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.6%	0.87%	1.55%	4	6	12
Asian	0.9%	0.43%	0.39%	6	3	3
Filipino	0.3%	0.29%	0.13%	2	2	1
Hispanic/Latino	87.1%	87.97%	86.58%	606	607	671
Pacific Islander	%	%	0%			0
White	10.3%	9.86%	10.58%	72	68	82
Multiple/No Response	0.6%	0.58%	0.77%	4	4	6
	Total Enrollment			696	690	775

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	128	161
Grade 1	111	100	118
Grade 2	122	121	104
Grade3	128	115	133
Grade 4	115	117	130
Grade 5	113	109	129
Total Enrollment	696	690	775

Conclusions based on this data:

1. Our student enrollment is increasing.
2. Our two largest student groups are Hispanic and White.
3. The vast majority of our students are identified as Hispanic/Latino at 86.58%.

Areas of Need

We need to continue to focus on the needs of all students while paying particular attention to the ways demographics affect school culture and student performance; students who speak a language in the home other than English often require specialized instruction in the form of English Language Development (ELD) support. Additionally, as we grow,

we receive additional resources which necessitate careful planning and allocation of resources to ensure equitable access to a rigorous and supportive educational environment.

Areas of Strength

Our growth and diversity allow Harvest Valley to serve a large number of students, many of whom are considered part of a minority group nationwide and who have been historically disenfranchised as it pertains to access to high-quality education. Our school benefits from having a large Hispanic/Latino population and, therefore, despite the fact that this demographic group is still considered a minority group at the national level, at our school they are the majority group and, therefore, our parents/guardians have the chance to network and support one another to overcome language barriers and do not have to confront some of the challenges they might otherwise in a different area/community.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	155	155	222	22.30%	22.3%	28.6%
Fluent English Proficient (FEP)	122	94	71	17.50%	17.5%	9.2%
Reclassified Fluent English Proficient (RFEP)	13	7	7	8.4%	3.4%	.03%

Conclusions based on this data:

1. Our students being reclassified as English Proficient has decreased, thus indicating that we must refine and potentially make changes to our literacy/ELD instruction, student goal setting, extended learning opportunities, and other interventions aimed at increasing English proficiency rates.
2. The total number of English Learners enrolled at our school has increased by roughly 67 students thus indicating there are changes in our demographics which may require us to redesign our approach to supporting ELs as we move forward.
3. Our efforts to increase Tier II literacy and language interventions should significantly impact our English Learner population since there is more structured, small group support that is targeting nearly all of the students classified as English Learners who are currently not performing at grade level.

Areas of Need

We have determined that the majority of our students who are not reading by third grade are also designated as English Learners. We have planned to implement a 50 minute Reading Foundations intervention block 4 days per week to target these students' needs. Furthermore, due to changes in the way English learner success is measured and due to the closure of our schools due to the global pandemic, our ELs have had less exposure to instruction and assessments that help drive their language acquisition and development and their progress appear to be slowing. In addition, due to the rapid acceleration of student performance growth over the past two to three years, staff members and families will need to continue to partner more closely and work in more focused ways in order to continue to experience such rapid and intense student performance growth. We also see the need for additional parent/family education and support opportunities to ensure students also receive support from their families.

Areas of Strength

Our school community has made major strides forward as it pertains to the support and eventual reclassification of students considered "English Learners." The majority of staff members continue to recognize the need to focus on language acquisition and development both in terms of designated and integrated language development. Our students and their families have an increasing awareness of the importance of early reclassification and we have well-developed systems and supports in place to support our English learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	130	119	133	0	118	133	0	118	133	0.0	99.2	100.0
Grade 4	115	119	124	0	119	124	0	119	124	0.0	100.0	100.0
Grade 5	107	106	128	0	106	128	0	106	128	0.0	100.0	100.0
All Grades	352	344	385	0	343	385	0	343	385	0.0	99.7	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		2363.	2383.		10.17	10.53		13.56	18.80		22.03	27.07		54.24	43.61
Grade 4		2417.	2413.		11.76	10.48		16.81	13.71		21.85	23.39		49.58	52.42
Grade 5		2434.	2447.		10.38	10.94		16.04	20.31		21.70	21.88		51.89	46.88
All Grades	N/A	N/A	N/A		10.79	10.65		15.45	17.66		21.87	24.16		51.90	47.53

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		9.32	10.53		49.15	67.67		41.53	21.80		
Grade 4		6.72	9.68		63.87	62.10		29.41	28.23		
Grade 5		7.55	14.06		56.60	53.91		35.85	32.03		
All Grades		7.87	11.43		56.56	61.30		35.57	27.27		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08	3.01		44.92	60.15		50.00	36.84
Grade 4		5.04	4.84		61.34	51.61		33.61	43.55
Grade 5		6.60	2.34		39.62	54.69		53.77	42.97
All Grades		5.54	3.38		48.98	55.58		45.48	41.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.78	6.77		67.80	75.94		25.42	17.29
Grade 4		7.56	6.45		71.43	72.58		21.01	20.97
Grade 5		3.77	14.06		68.87	58.59		27.36	27.34
All Grades		6.12	9.09		69.39	69.09		24.49	21.82

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		5.93	6.02		57.63	66.92		36.44	27.07
Grade 4		4.20	5.65		68.07	70.97		27.73	23.39
Grade 5		14.15	9.38		56.60	60.16		29.25	30.47
All Grades		7.87	7.01		60.93	65.97		31.20	27.01

Conclusions based on this data:

- Overall, according to the last set of data obtained from the CAASPP, English Language Arts/Literacy CAASPP Data showed Harvest Valley students did not meet the state's minimum percentage of students meeting or exceeding the demands of the CAASPP. At this time, the average scale score is 2,414 which is an average of 61.8 points away from the minimum. 3rd graders must go from 28% meeting or exceeding to 35%, a 7% increase, while 4th grade must go from 23% to 30%, and 5th grade from 30% to 37%.
- Recommendations:
 - Continue implementing "data cycles" at every grade level to ensure "Best, First Instruction" including equitable access to rigorous, engaging grade-level learning tasks.
 - During PLC time, teachers will analyze student results from i-Ready diagnostics and growth monitoring checks to inform instruction for students' individualized learning paths.
 - Teachers in ALL grade levels will receive ongoing support for Tier I and Tier II literacy training facilitated by a consultant and the school administration, instructional coach, and begin the implementation of using student rubrics for priority standards along with other key strategies.
 - Teachers will continue to pull small groups daily to conduct small group reading lessons for students at their instructional reading level in addition to the Tier II interventions being conducted with SAI teachers and aides.
 - Ensure teachers engage students on i-Ready Reading approximately forty-five minutes per week for Language Arts.
 - Admin will monitor i-Ready and other literacy assessment data and provide support as needed to teachers and staff.
 - English Learners in 2nd, 3rd, 4th, 5th grades with an overall ELPAC score of Level 1 or 2 (and some 3s if possible) and a Reading domain score of 1 or 2 will utilize Imagine Learning Software every day for approximately 20 minutes.
 - Our school will continue to use the Million Word Challenge using Accelerated Reader points to encourage and motivate students to read independently.

Areas of Need

Overall there is a great need to increase student literacy in the area of foundational skills and comprehension. On average we have 30% or less in grades third through fifth meeting or exceeding standards.

Areas of Strength

Reading is an area of ongoing relative strength and while there is still ample room and need for growth, our students have a stronger literacy foundation than their counterparts from five years ago thanks to an ongoing increased emphasis on reading and building a strong literacy base on which each grade level team of instructors can build. Fifth graders are performing at the highest; however, it is only at 30% which is far below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	130	119	133	0	117	133	0	117	133	0.0	98.3	100.0
Grade 4	115	118	124	0	118	123	0	118	123	0.0	100.0	99.2
Grade 5	107	106	129	0	106	129	0	106	129	0.0	100.0	100.0
All Grades	352	343	386	0	341	385	0	341	385	0.0	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2374.	2386.		6.84	4.51		18.80	23.31		18.80	28.57		55.56	43.61
Grade 4		2429.	2427.		7.63	6.50		15.25	17.07		33.05	30.08		44.07	46.34
Grade 5		2417.	2431.		1.89	3.88		11.32	9.30		16.98	24.03		69.81	62.79
All Grades	N/A	N/A	N/A		5.57	4.94		15.25	16.62		23.17	27.53		56.01	50.91

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		11.11	9.02		43.59	51.13		45.30	39.85
Grade 4		11.02	13.82		42.37	39.02		46.61	47.15
Grade 5		0.94	5.43		22.64	39.53		76.42	55.04
All Grades		7.92	9.35		36.66	43.38		55.43	47.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.26	6.77		32.48	49.62		57.26	43.61
Grade 4		9.32	8.13		49.15	42.28		41.53	49.59
Grade 5		3.77	2.33		42.45	44.96		53.77	52.71
All Grades		7.92	5.71		41.35	45.71		50.73	48.57

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		7.69	10.53		52.99	63.16		39.32	26.32
Grade 4		7.63	7.32		56.78	56.10		35.59	36.59
Grade 5		2.83	3.10		50.00	51.16		47.17	45.74
All Grades		6.16	7.01		53.37	56.88		40.47	36.10

Conclusions based on this data:

1. On the 2022-23 mathematics portion of the CAASPP, the average scale score for students was 2415, 73 points below the average needed to meet or exceed the minimum performance rating. Overall, there is a great need to increase math scores. On average we have 27% or less in grades third through fifth meeting or exceeding standards.
2. Recommendations:
 - Provide more support regarding mathematics instruction and learning.
 - Continue implementing data cycles at every grade level. During PLC time, teachers will analyze student results from i-Ready diagnostics and growth monitoring checks to inform instruction for students' individualized learning paths.
 - Review the Standards of Mathematical Practice (SMPs) and how they help guide math instruction.-
 - Teachers in all grades will continue to use Personalized Learning Goal Setting tools with students and ensure math is a priority.
 - Ensure that students are receiving small group instruction daily

Areas of Need

Overall there is a great need to ensure high quality math instruction is taking place utilizing the core curriculum.

Areas of Strength

We have more tools and specialized programs to support students in mathematics than ever before. By using the i-Ready and other software programs we have a better idea of the areas where students need additional help, such as "Concepts and Procedures." Our staff will receive additional PD in the area of math in order to increase our focus on effective and efficient math instruction, assessment, and interventions.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade K	46	46	23	0	0
Grade 1	25	19	50	2	0
Grade 2	27	18	55	24	0
Grade 3	21	24	22	38	12
Grade 4	23	18	44	7	26
Grade 5	14	15	29	22	27

Conclusions based on this data:

1. We must continue to focus on intervening early, as it relates to gaps in reading, in order to prevent gaps later.
2. A significant percentage of students are 2 or more grade-levels behind, thus necessitating ongoing intervention work to ensure learning acceleration.
3. Overall we see students experiencing significant challenges attaining grade-level standards.

Areas of Need

There is a need for early intervention, as well as an overall focus on intervention for students 2+ grade levels behind. The projected proficiency for Harvest Valley is 22% based on iReady beginning of the year data and 1 year typical growth. Harvest's goal is that 55% of students will score proficient on the end of the year iReady reading proficiency data.

Areas of Strength

Teachers ensure that students are engaged with the iReady software for 45 minutes each week.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade K	45	32	38	0	0
Grade 1	13	11	71	1	0
Grade 2	18	21	64	21	0
Grade 3	15	17	50	23	12
Grade 4	18	26	38	25	11
Grade 5	9	13	29	27	29

Conclusions based on this data:

1. All grade levels have a significant number of students who are one grade level below the standard. Also, we must intervene early as it relates to gaps in mathematics.
2. A significant percentage of students are 2 or more grade-levels behind, thus necessitating ongoing intervention work to ensure learning acceleration.
3. Overall we see students experiencing significant challenges attaining grade-level standards.

Areas of Need

There is a need to build math interventions into first best instruction through personalized learning and small group interventions in all grade-levels. The projected proficiency for Harvest Valley is 24% based on iReady beginning of the year data and 1 year typical growth. Harvest's goal is that 50% of students will score proficient on the end of the year iReady math proficiency data.

Areas of Strength

Teachers ensure that students are engaged with the iReady software for 45 minutes each week.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Asian	0	1	2	0	0
Black	0	1	3	0	0
Hispanic	4	118	189	73	35
White	0	14	19	9	5
Multi-Ethnic	0	1	0	0	0
EL	0	3	14	26	25
SED	5	68	82	70	41
Homeless	6	82	93	74	41
Special Education	0	3	1	11	9

Conclusions based on this data:

1. This data indicates that two sub-groups have significant numbers of students who are two or more grade-levels behind, specifically those identified as English Learners and socio-economically disadvantaged.
2. 89% of English Learners are projected to score one or more grade levels below.
3. 88% of Students with Disabilities are projected to score one or more grade levels below.

Areas of Need

We need to increase our staff's focus on student groups who are struggling, to help ensure acceleration takes place for these students.

Areas of Strength

It is projected that 5th grade students have the highest projected proficiency rate at 33%.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Asian	0	1	2	0	0
Black	0	1	3	0	0
Hispanic	4	118	187	73	35
White	0	14	18	9	4
Multi-Ethnic	0	3	0	0	0
EL	1	17	52	32	20
SED	4	108	188	75	39
Homeless	4	136	204	82	38
Special Education	0	3	14	12	9

Conclusions based on this data:

1. Based on our most recent iReady diagnostic, we know that overall 7% of our students are scoring proficient on the iReady math assessment.
2. Based on our most recent iReady diagnostic, 14% of our English Learners are projected to be proficient on the end of the year iReady assessment.
3. Based on our most recent iReady diagnostic, 21% of our Students with Disabilities are projected to be proficient on the end of the year iReady assessment.

Areas of Need

We need to increase our staff's focus on student groups that are struggling, to help ensure acceleration takes place for these students, especially for students identified as English Learners and Students with Disabilities.

Areas of Strength

It is projected that third grade students will have the highest proficiency rate at 31%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1409.4	1420.5	1440	1420.9	1424.8		1382.3	1410.4		28	50	48
1	1407.2	1418.5	1449	1433.7	1445.9		1380.2	1390.5		34	26	37
2	1430.2	1462.1	1458	1436.8	1473.5		1423.3	1450.1		33	41	35
3	1415.6	1475.8	1485	1405.6	1478.6		1425.2	1472.7		20	32	45
4	1473.9	1474.9	1499	1476.8	1479.7		1470.5	1469.5		32	23	35
5	1491.4	1489.7	1487	1505.8	1494.8		1476.5	1483.9		24	30	24
All Grades										171	202	

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	10.71	10.00	16	39.29	36.00	39	25.00	40.00	37	25.00	14.00	6	28	50	48
1	2.94	3.85	13	38.24	23.08	32	23.53	19.23	32	35.29	53.85	21	34	26	37
2	0.00	2.44	8	15.15	41.46	28	42.42	36.59	42	42.42	19.51	20	33	41	35
3	0.00	6.25	22	5.00	31.25	17	40.00	50.00	37	55.00	12.50	22	20	32	45
4	3.13	0.00	17	18.75	17.39	28	46.88	56.52	40	31.25	26.09	14	32	23	35
5	4.17	6.67	0	29.17	16.67	12	45.83	46.67	66	20.83	30.00	20	24	30	24
All Grades	3.51	5.45		25.15	29.70		36.84	41.09		34.50	23.76		171	202	

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	10.71	10.00		39.29	36.00		25.00	40.00		25.00	14.00		28	50	
1	23.53	19.23		17.65	30.77		38.24	38.46		20.59	11.54		34	26	
2	9.09	31.71		18.18	41.46		48.48	14.63		24.24	12.20		33	41	
3	5.00	21.88		25.00	46.88		15.00	25.00		55.00	6.25		20	32	
4	12.50	4.35		40.63	56.52		34.38	30.43		12.50	8.70		32	23	
5	29.17	16.67		54.17	53.33		4.17	23.33		12.50	6.67		24	30	
All Grades	15.20	17.82		31.58	43.07		29.82	28.71		23.39	10.40		171	202	

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	10.71	8.00		10.71	32.00		50.00	42.00		28.57	18.00		28	50	
1	0.00	0.00		23.53	11.54		26.47	19.23		50.00	69.23		34	26	
2	0.00	0.00		18.18	36.59		18.18	26.83		63.64	36.59		33	41	
3	0.00	0.00		5.00	9.38		35.00	59.38		60.00	31.25		20	32	
4	0.00	0.00		6.25	8.70		28.13	21.74		65.63	69.57		32	23	
5	0.00	0.00		8.33	6.67		25.00	30.00		66.67	63.33		24	30	
All Grades	1.75	1.98		12.87	20.30		29.82	34.65		55.56	43.07		171	202	

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	14.29	20.00	25	75.00	68.00	68	10.71	12.00	6	28	50	48
1	20.59	23.08	37	58.82	73.08	48	20.59	3.85	13	34	26	37
2	9.09	19.51	37	72.73	68.29	60	18.18	12.20	2	33	41	35
3	0.00	34.38	35	45.00	56.25	48	55.00	9.38	15	20	32	45
4	15.63	30.43	28	68.75	60.87	60	15.63	8.70	11	32	23	35
5	12.50	3.33	12	70.83	80.00	62	16.67	16.67	25	24	30	24
All Grades	12.87	21.29	29	66.08	67.82	57.66	21.05	10.89	12	171	202	224

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	14.29	6.00	20	53.57	68.00	60	32.14	26.00	18	28	50	48
1	17.65	19.23	27	58.82	53.85	43	23.53	26.92	29	34	26	37
2	9.09	39.02	28	63.64	46.34	51	27.27	14.63	20	33	41	35
3	5.00	37.50	42	50.00	50.00	35	45.00	12.50	22	20	32	45
4	34.38	13.04	42	46.88	78.26	54	18.75	8.70	2	32	23	35
5	70.83	36.67	50	16.67	56.67	41	12.50	6.67	8	24	30	24
All Grades	24.56	24.75	34.8	49.71	58.42	47.3	25.73	16.83	16.5	171	202	224

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	8.00	12	71.43	76.00	79	25.00	16.00	8	28	50	48
1	5.88	3.85	18	44.12	15.38	32	50.00	80.77	48	34	26	37
2	0.00	4.88	5	39.39	53.66	45	60.61	41.46	48	33	41	35
3	0.00	0.00	4	25.00	46.88	44	75.00	53.13	51	20	32	45
4	0.00	0.00	2	37.50	21.74	48	62.50	78.26	48	32	23	35
5	0.00	0.00	0	41.67	33.33	33	58.33	66.67	66	24	30	24
All Grades	1.75	3.47	6.8	43.86	46.53	46.83	54.39	50.00	44.83	171	202	224

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	28.57	38.00	50	46.43	48.00	41	25.00	14.00	8	28	50	48
1	2.94	0.00	8	55.88	46.15	70	41.18	53.85	21	34	26	37
2	3.03	9.76	11	27.27	63.41	65	69.70	26.83	22	33	41	35
3	5.00	3.13	13	40.00	84.38	62	55.00	12.50	24	20	32	45
4	0.00	0.00	8	53.13	47.83	60	46.88	52.17	31	32	23	35
5	4.17	3.33	4	33.33	53.33	45	62.50	43.33	50	24	30	24
All Grades	7.02	12.38	15.67	43.27	57.43	57.16	49.71	30.20	26	171	202	224

Conclusions based on this data:

- English Learners require additional support both from their general education classroom teacher as part of integrated and designated ELD instruction, including the opportunity to set meaningful goals and understand more about the ELPAC assessment to help ensure all English Learners understand the reclassification criteria and why this matters to them (see "Reclassification 101" materials to get ideas regarding how to most effectively accomplish this work).
- Teachers will engage all English Learners in data chats to assist students in monitoring their own academic progress.
- Ongoing professional development and support through staff "data chats" and grade-level PLC meetings with a focus on ELD are needed.

Areas of Need

Writing is still our English learner's greatest challenge in that it requires holistic literacy development in English. Indeed, ELs at HVES need strongly integrated and designated language development built into their daily educational experience in order to build the skills they need to express themselves clearly. While this occurs in every classroom to some degree, there is still too much inconsistency in terms of how language is taught and learned. Teachers need additional support to understand and facilitate the most effective kinds of multi-dimensional integrated language development that happen in conjunction with the subject matter and content is used to teach specific language skills.

Areas of Strength

English learners at HVES are exposed to a large number of learning experiences and tools to help them develop their language skills. Oral language tends to be their strength and allows them to be able to communicate with others better and can be built on to develop greater writing skills. An area of strength for Harvest is Listening and Speaking.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
690	85.8	28.8	1.0
Total Number of Students enrolled in Harvest Valley Elementary School and Hillside Innovation Academy.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	28.8
Foster Youth	7	1.0
Homeless	24	3.5
Socioeconomically Disadvantaged	592	85.8
Students with Disabilities	48	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.9
American Indian		
Asian	3	0.4
Filipino	2	0.3
Hispanic	607	88.0
Two or More Races	4	0.6
Pacific Islander		
White	68	9.9

Conclusions based on this data:

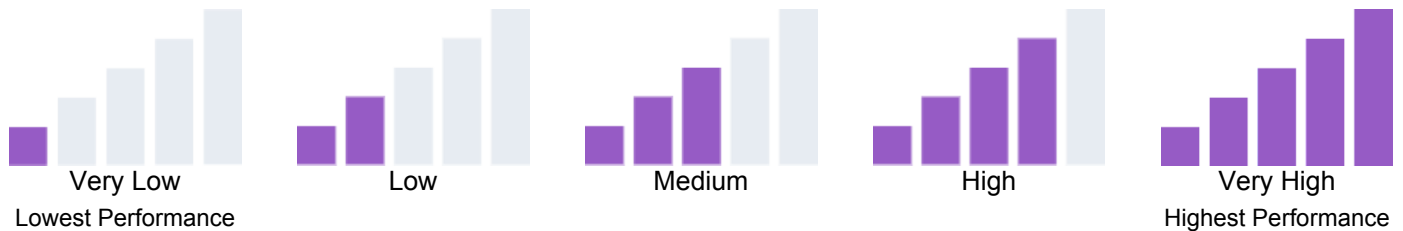
1. The majority of students, 85.8%, in our school are designated as socio-economically disadvantaged and may require specialized academic and social-emotional support.
2. A significant number of students, 28.8%, are classified as English Learners and require specialized support.
3. A significant number of our students, 3.5%, are classified as homeless and additional information shows they are often "doubled up" with other families.

School and Student Performance Data

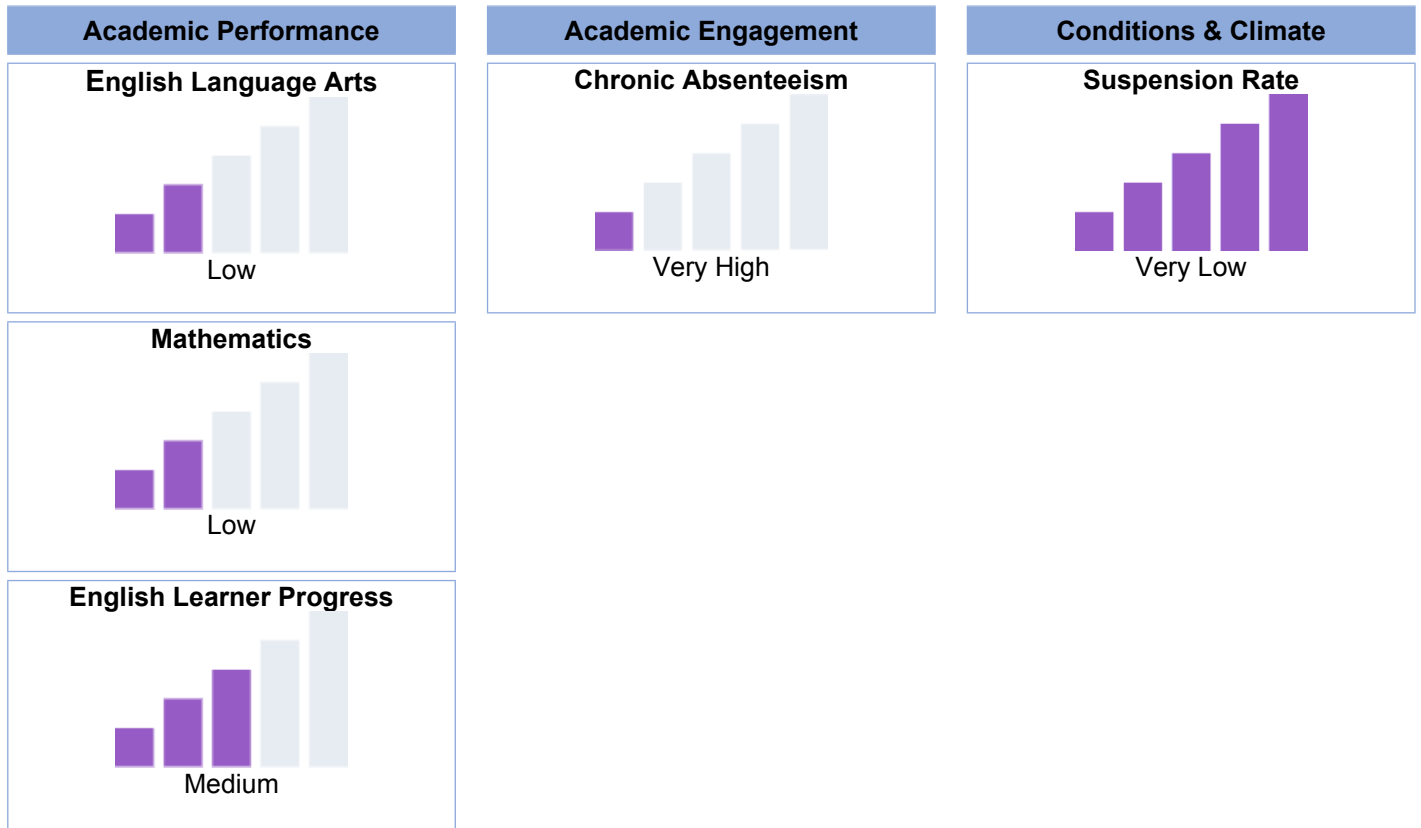
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspension rate continues to remain low despite recent increases.
2. Our English Learners are showing continued progress towards English Language proficiency.

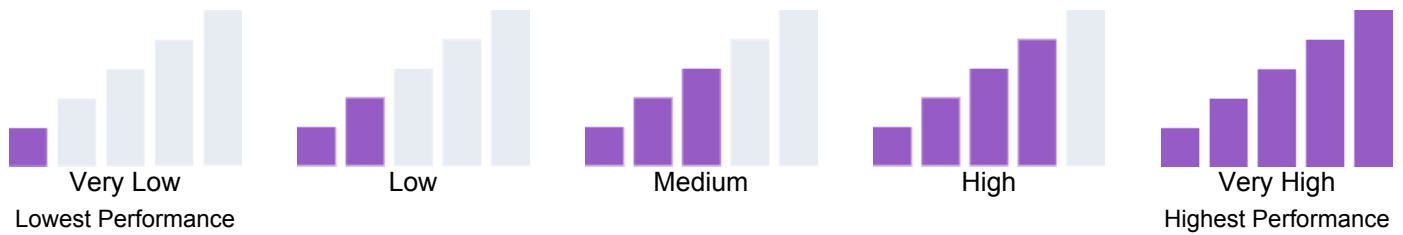
-
-
3. Our ELA and Math CAASPP scores show that we still have students scoring below grade level standards thus demonstrating the need for ongoing intervention and acceleration supports.

School and Student Performance Data

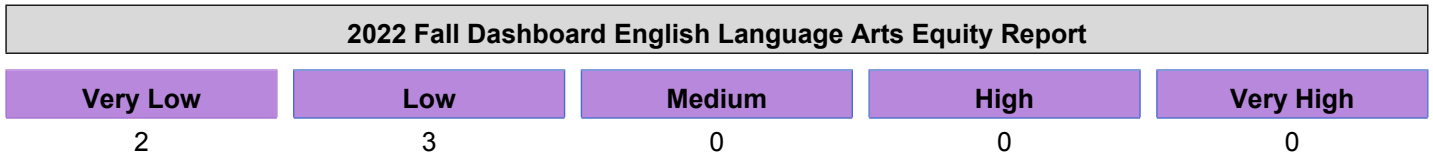
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

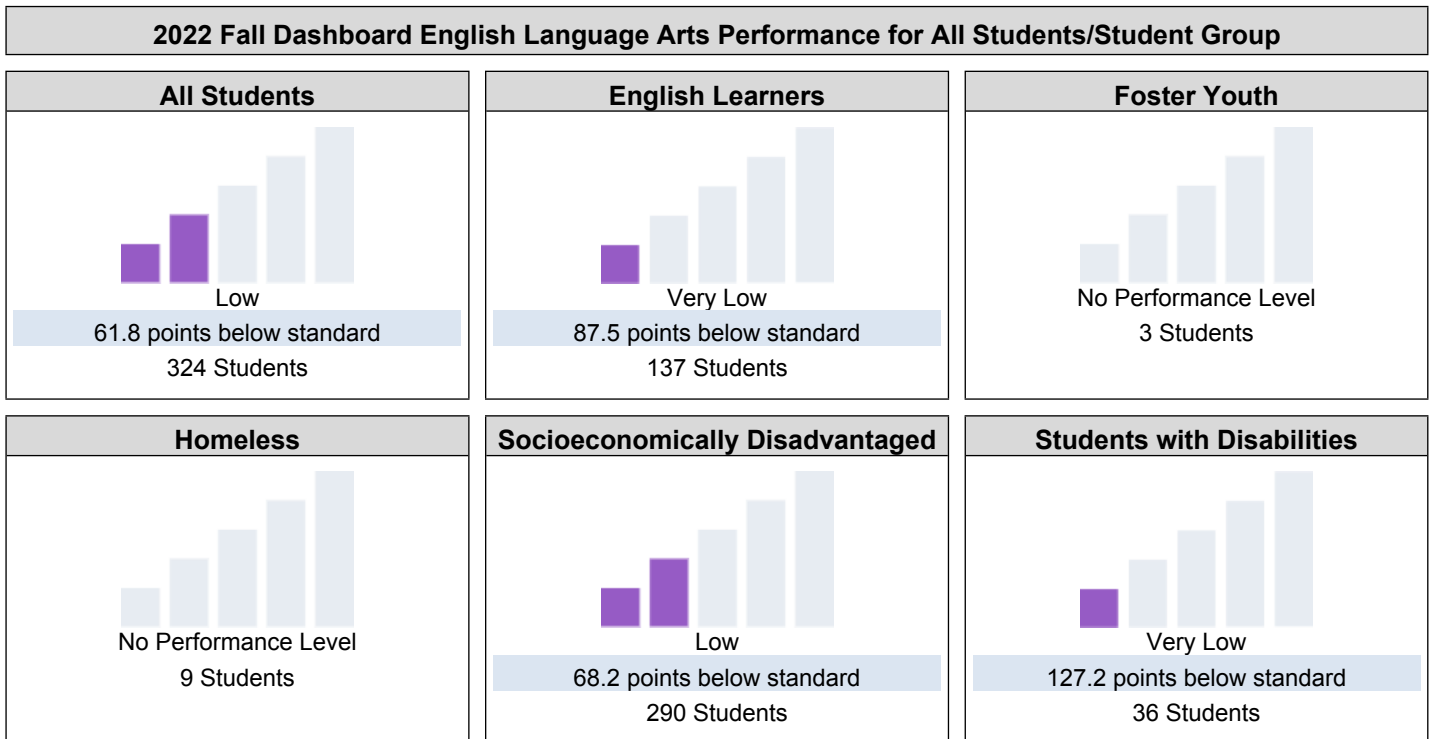
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



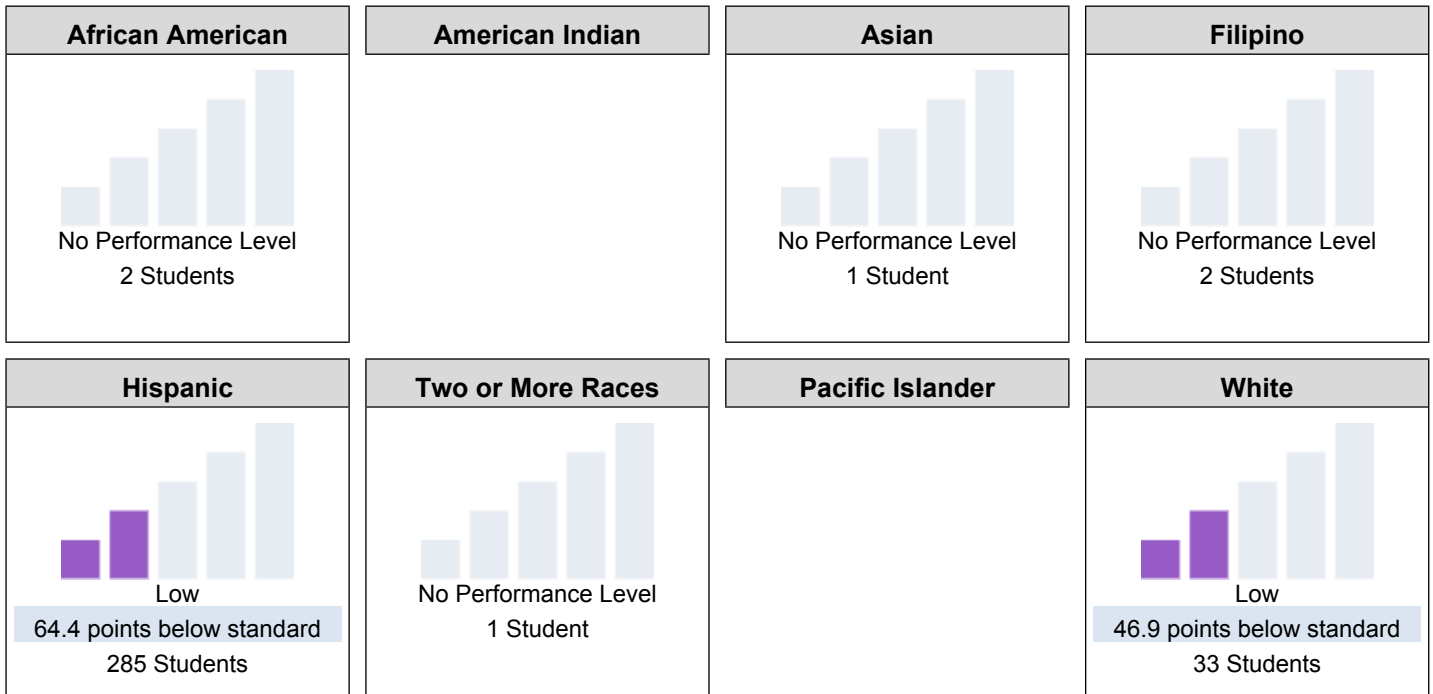
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.5 points below standard 77 Students	23.4 points below standard 60 Students	52.3 points below standard 159 Students

Conclusions based on this data:

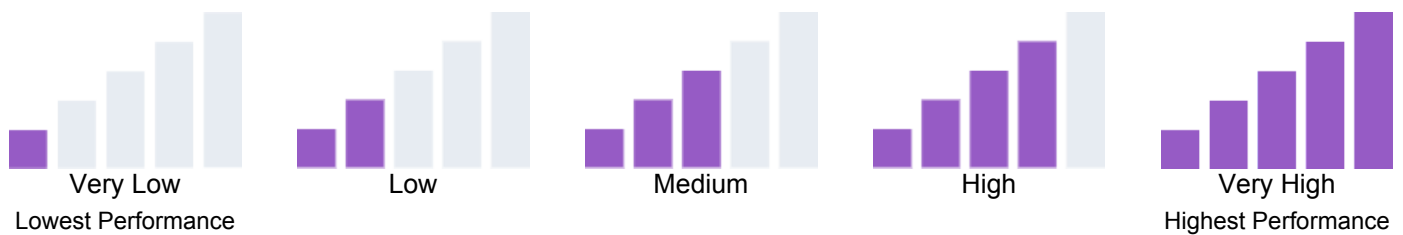
1. We continue to move all students towards grade level proficiency in language arts.
2. Our students in the Homeless, Students with Disabilities, and White student groups need instructional focus to ensure they are moving towards grade level standards.
3. Add additional conclusion once the updated data is available...

School and Student Performance Data

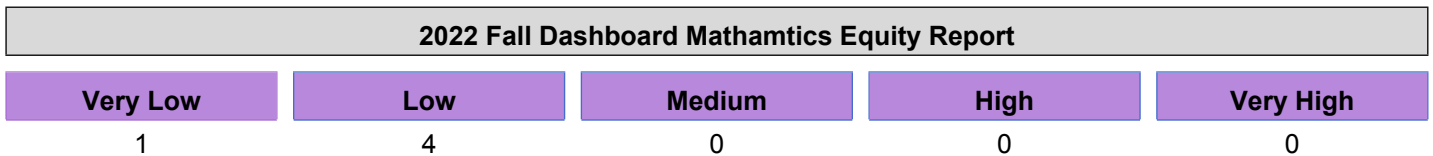
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

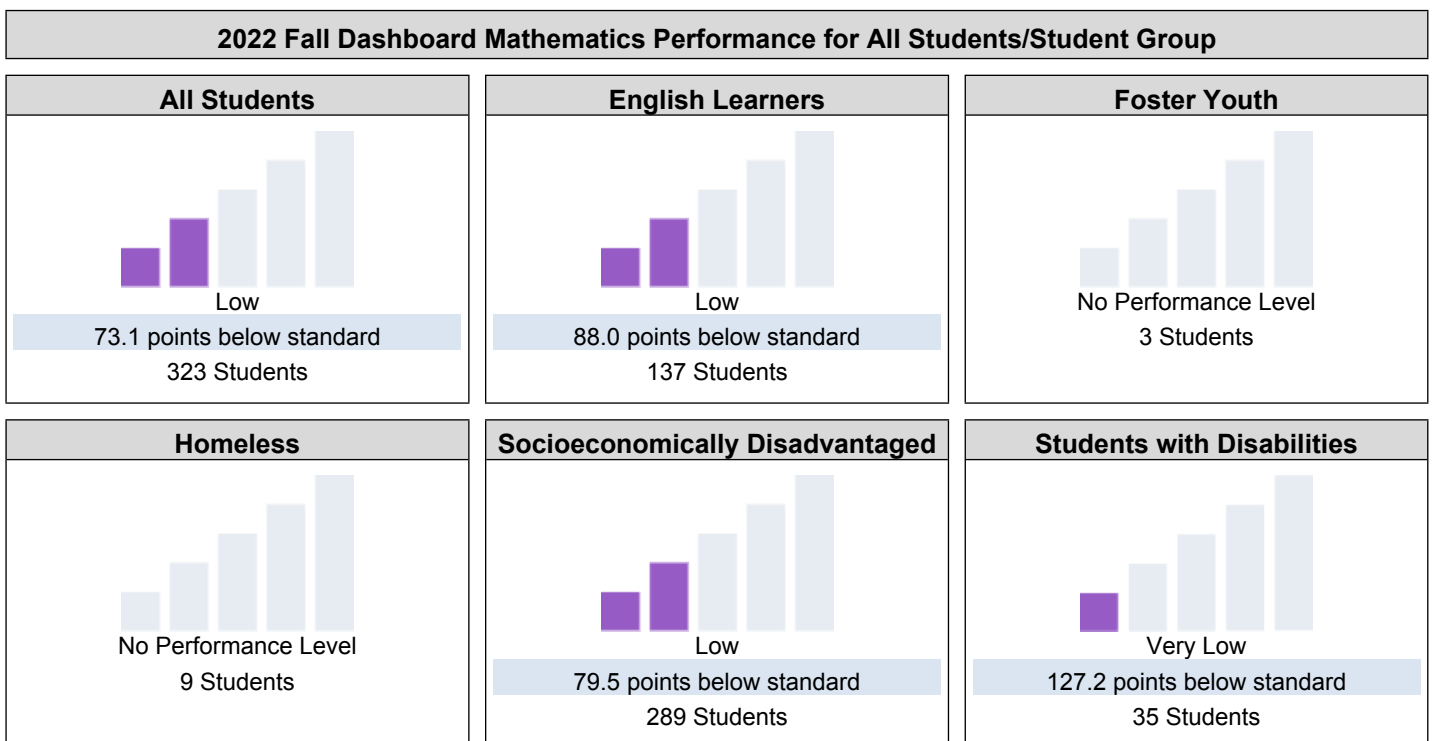
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



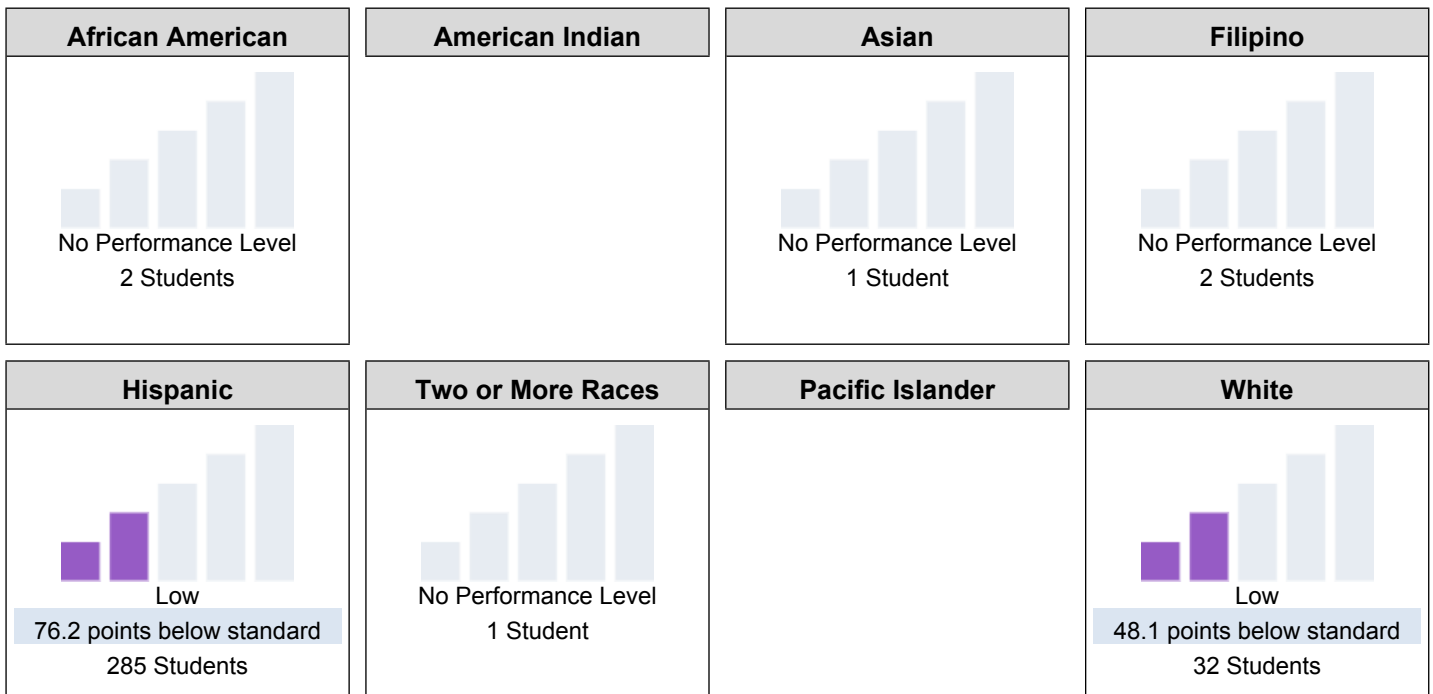
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e1eef6; padding: 2px;">128.3 points below standard</p> <p>77 Students</p>	<p style="background-color: #e1eef6; padding: 2px;">36.3 points below standard</p> <p>60 Students</p>	<p style="background-color: #e1eef6; padding: 2px;">68.4 points below standard</p> <p>158 Students</p>

Conclusions based on this data:

1. We continue to move all students towards grade level proficiency in mathematics.
2. Our students in the Homeless, Students with Disabilities, and White student groups need additional strategic instructional focus and supports to ensure they are moving towards grade level standards.

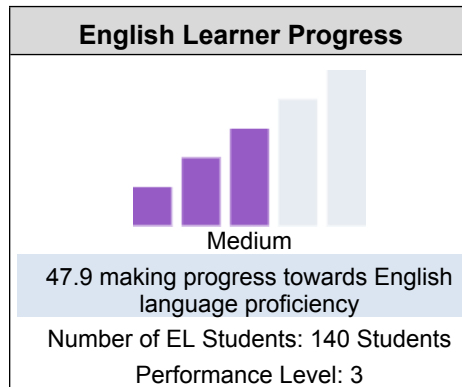
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
17.9%	34.3%	0.0%	47.9%

Conclusions based on this data:

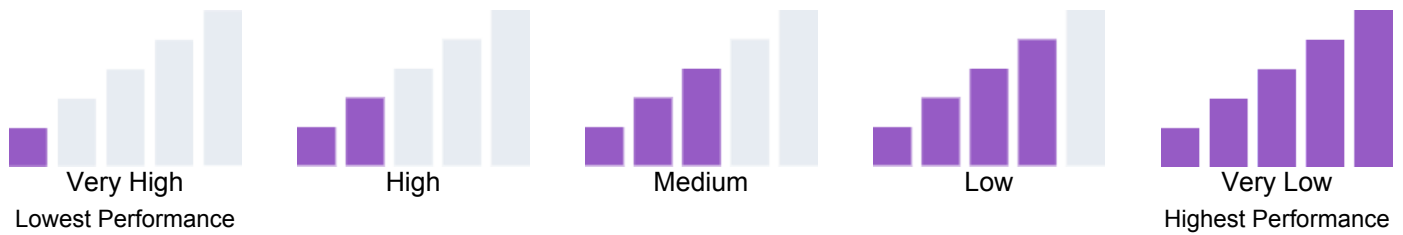
1. Our English Learners are continuing to make progress towards grade-level standards.
2. Our teachers and aides require ongoing, job embedded support related to research and best practices related to English language development (ELD) due to the high EL population served at our school.

School and Student Performance Data

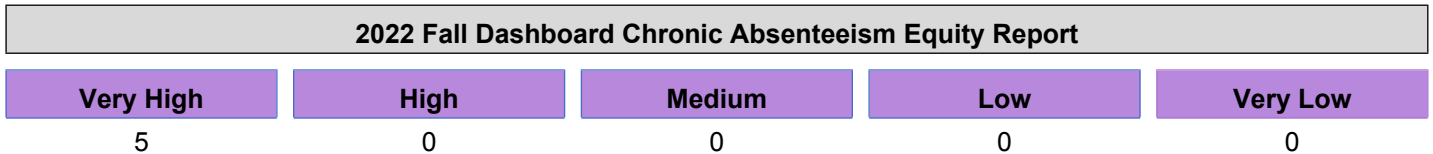
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

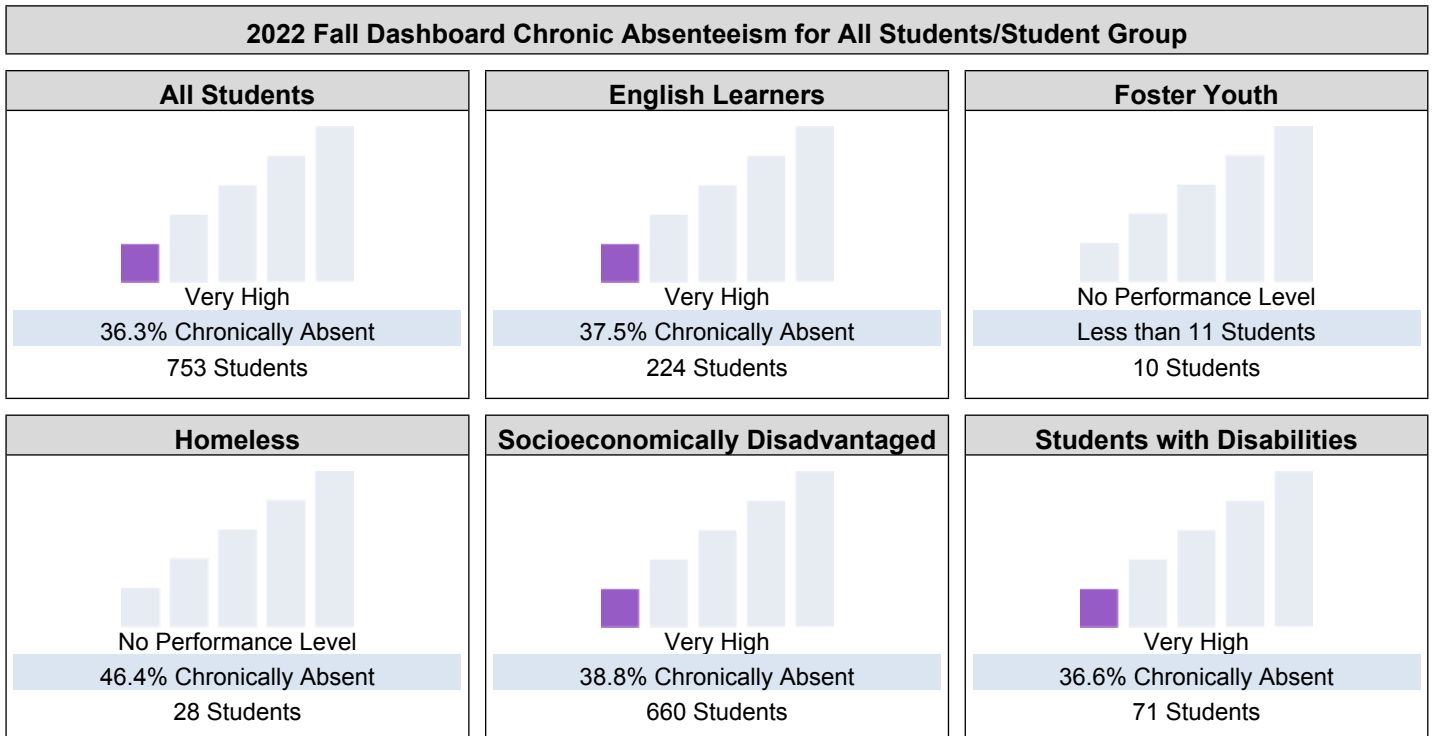
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



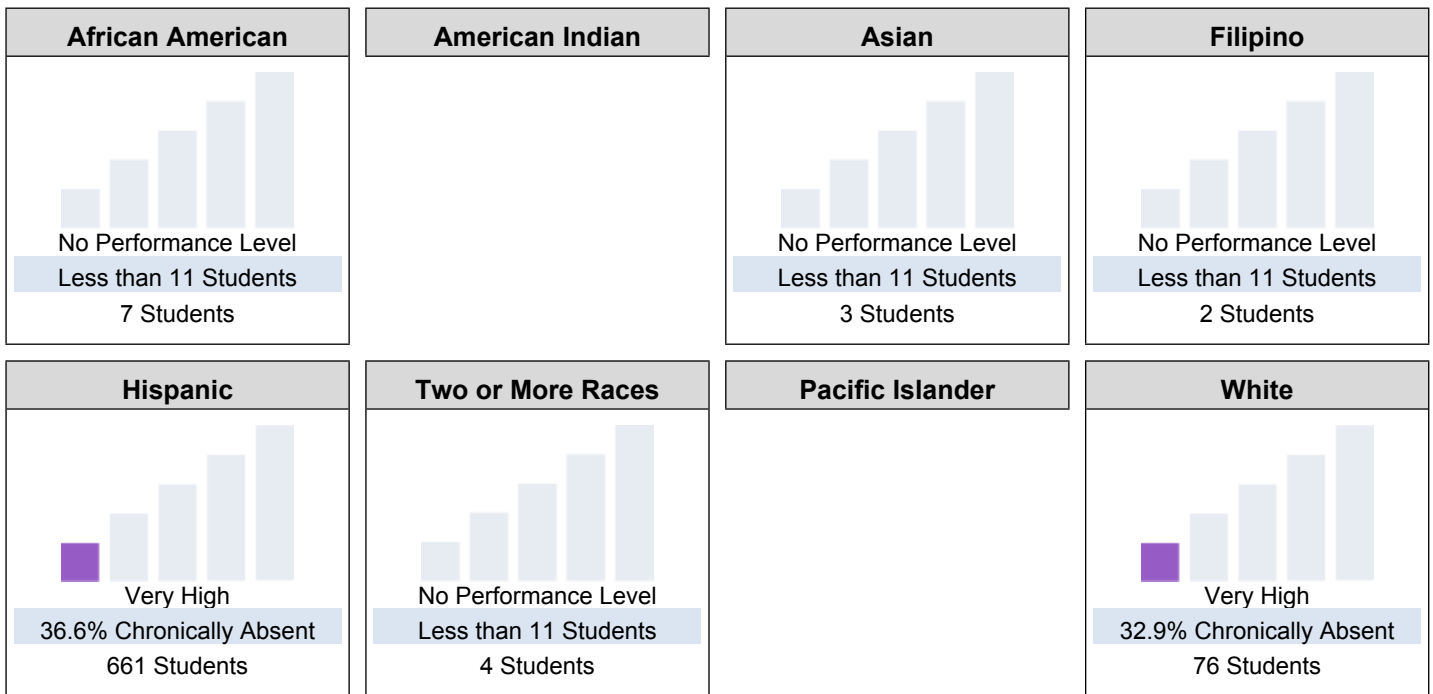
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

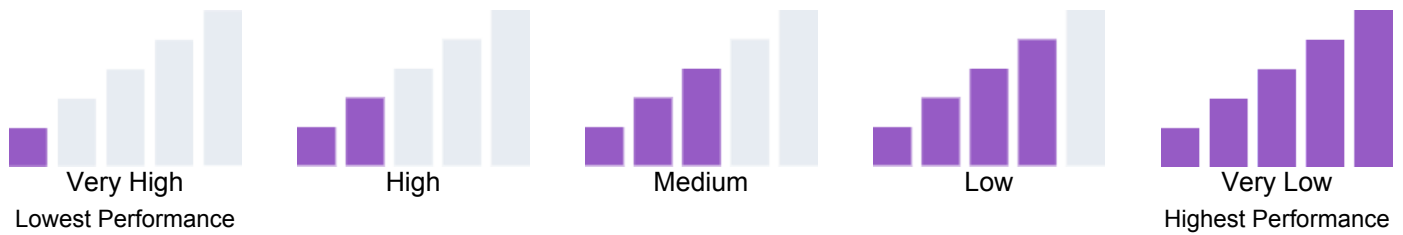
1. Our Hispanic student group has a chronic absentee rate that is lower than our school wide average.
2. Our White student is higher than our school wide chronic absentee rate average.
3. Attendance has been affected in a variety of ways for students due to the pandemic and the associated changes to the school program and schedule.

School and Student Performance Data

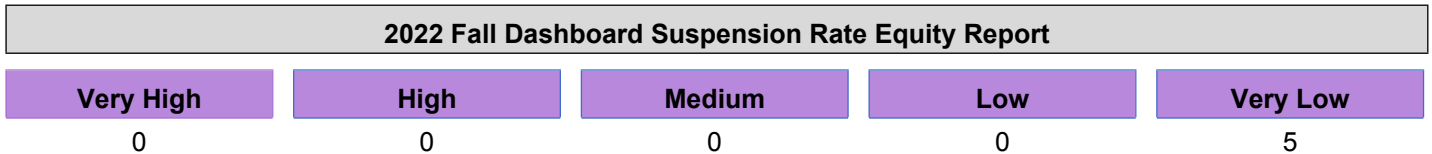
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

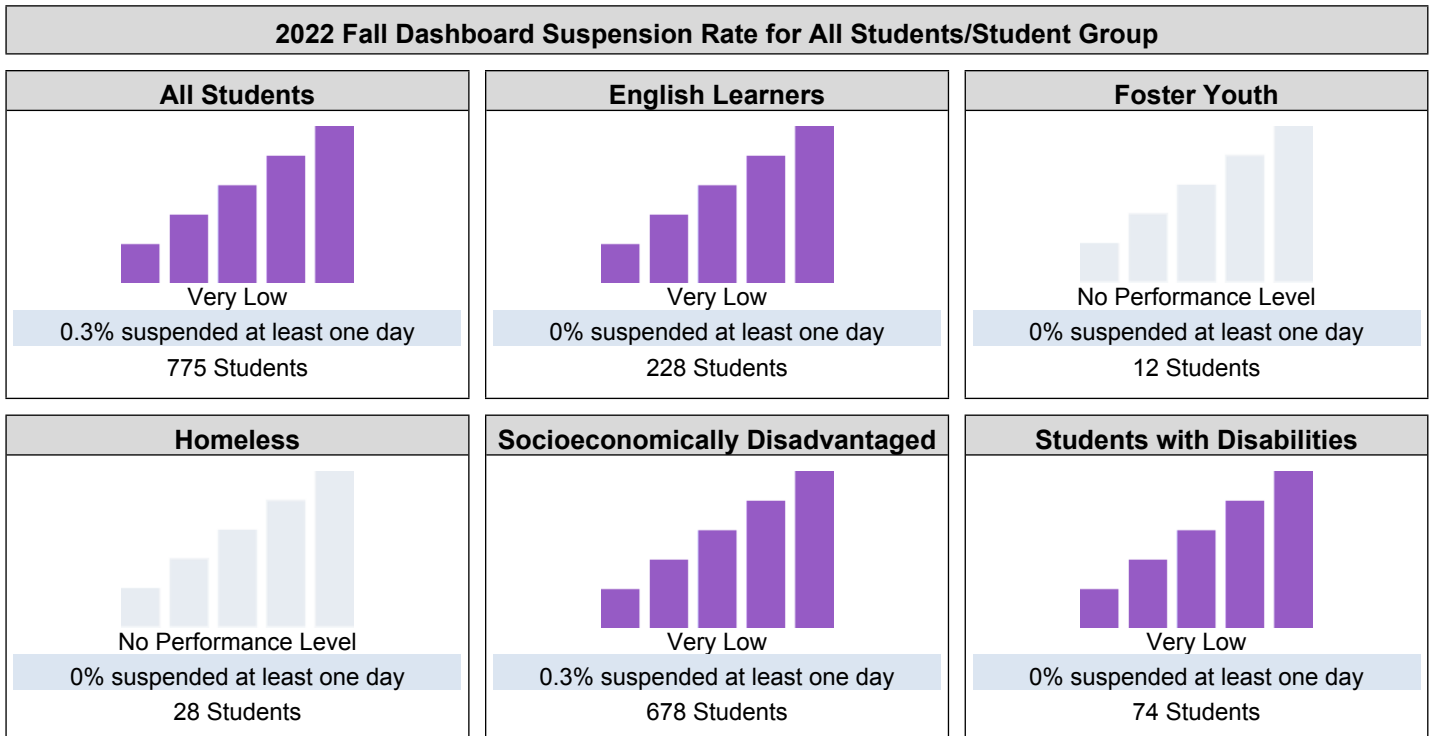
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



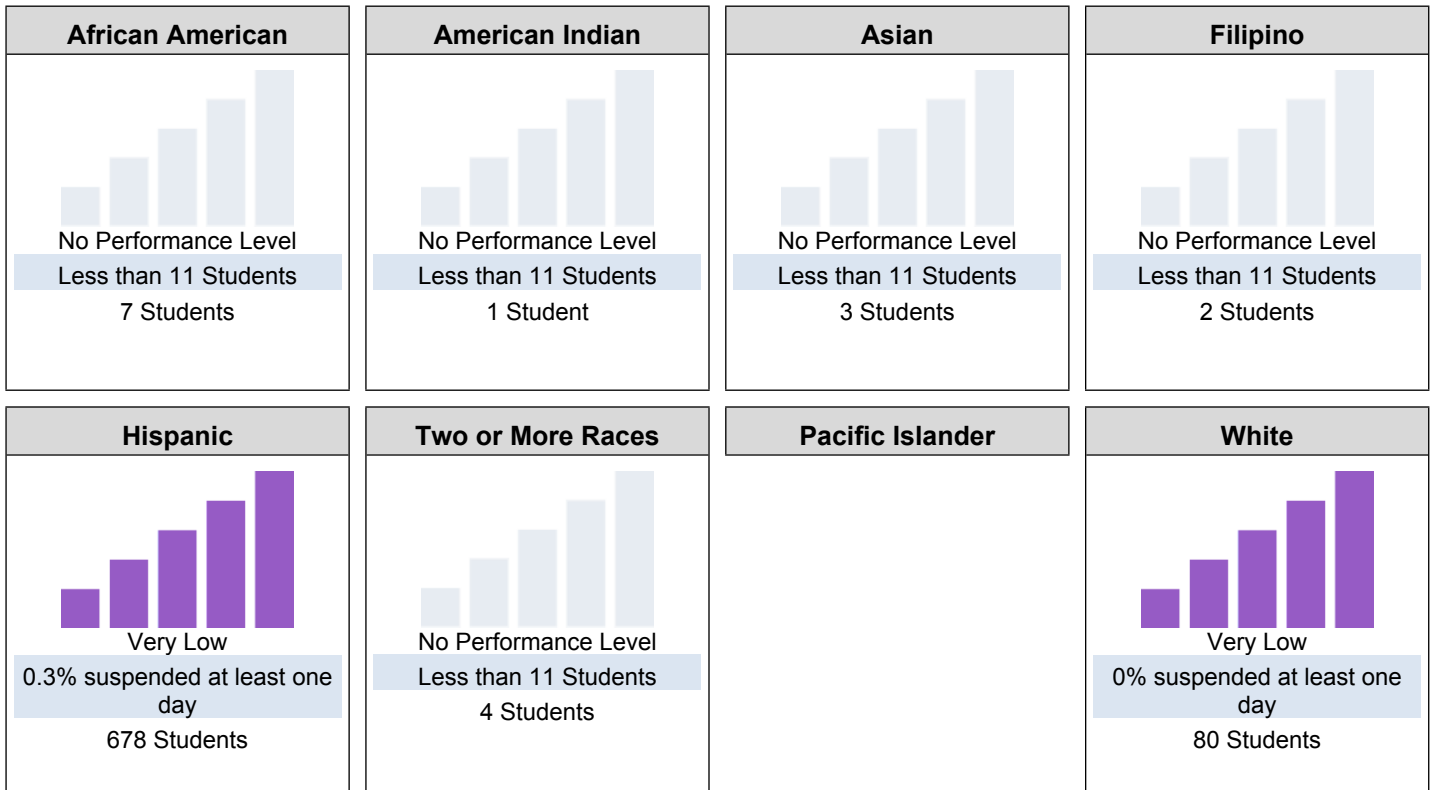
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our full time school counselor and assistant principal have implemented several proactive measures to ensure that our students are safe and engaged in learning, and this has expanded to school-wide preventative actions.
2. Our students had an increase of 0.2% in suspensions. During the 2021-22 school year, the school counselor and administration, chiefly the assistant principal, will continue to work together to place students with behavior incidents on positive incentive behavior contracts and will check in with these students on a consistent basis to help maintain our low suspension rate.
3. Our socio-economically disadvantaged students had a very slight increase (+.1%) in suspensions. During the 2021-22 school year, the school counselor and assistant principal will be working together to place students in this category with behavior incidents on positive incentive behavior contracts and checking in with these students on a consistent basis to help ensure we continue to support this group of students.

Resource Inequities

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

Harvest Valley Elementary School leadership and staff recognize that we have particular areas of difficulty including attendance and academics, as well as specific student groups including Students with Disabilities, English Learners, and students identified as white. Additionally, the achievement gap our students have historically experienced grew wider during the pandemic, and despite having made major strides during the 2022-23 school year, many students are still significantly below grade level (one or more years) according to state-wide metrics.

As a result of this data, our School Site Council (SSC), the school's Leadership Team, school-wide certificated and classified staff (as determined through school-wide surveys), parents/guardians (as communicated via LCAP groups and our school-based parent/guardian workshop and forum for input and feedback "Pastries with the Principal), and our district-leadership have all supported us by providing feedback and information related to these specific areas of needed growth as identified by the California Department of Education on our accountability metrics. All of the information below was informed by these various stakeholder groups.

Regarding Students with Disabilities (SWD's):

In terms of our SWD's performance in English Language Arts, we have identified ELA performance both on the most current as well as previous CAASPP assessments by Students with Disabilities (SWD) as an area in need of additional support and improvement. SWD's performance on the 2022-23 CAASPP is significantly lower than the state average. Only 3% of SWD met or exceeded the standard. We have also identified math performance on the CAASPP by Students with Disabilities (SWD) as an area in need of additional support and improvement. SWD's performance on the 2021-22 CAASPP is still significantly lower than the state average. Last year we identified inequities related to Students With Disabilities (SWD) in these two areas (and they persist). They are as follows: We have provided ongoing, job-embedded professional learning and support for our instructional aides, but the year of the pandemic slowed progress in this area and we have noted a statistical increase in students with identified special needs requiring more attention. In addition, we have only provided professional learning opportunities for some teachers who are engaging in the co-teaching model with our full-time Specialized Academic Instruction SAI/special education teachers who "push into" the general education classroom environment. Another identified gap is the lack of job-embedded planning time between the SAI teacher and the general education teacher. We have not yet had fully inclusive practices in place long enough to determine this model's full impact on student achievement.

Regarding Chronic Absenteeism: At Harvest Valley Elementary School we have identified Chronic Absenteeism as an area in need of additional support and improvement, especially as it relates to students identified as English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White. According to the most recent data gathered, the percentage of students deemed chronically absent increased significantly during the 2022-23 school year. White students had a chronic absenteeism rate of nearly 32.9%. We have not held focus groups on a consistent basis nor have we provided other group-specific, targeted outreach for White students, in particular, to determine the root causes for their chronic absenteeism. We have also not focused on attendance improvement incentives but rather only provided incentives related to perfect class and individual attendance.

As a result of this data analysis, our school leadership team has developed a plan to create specific goals and associated strategic actions that will help improve outcomes for all students while paying particular attention to the aforementioned student groups as identified per the CDE's Dashboard Indicators. The team determined that if our staff addresses these priorities, including specific skills and standards, then there is a much higher chance that all students--and especially these particular students--will experience improved results thanks to targeted instruction and support.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

During the 2022-23 academic year, the percentage of students scoring at or above grade-level standards will increase for all assessed students by 74 scale score points or 3% or more from the previous CAASPP score on record as measured on the ELA portion of the CAASPP (from 2420 to 2494). Additionally, our shorter term goal is to ensure that the average percentage of students scoring at or above grade-level standards will increase by 20% or more between i-Ready diagnostic assessments 1 and 2, and again between i-Ready diagnostic assessments 2 and 3.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP English Language Arts	During 2022-23, our students' average CAASPP ELA scale score will be 2494, an increase of 74 scale score points and 3% higher than the average on the 2021-22 CAASPP.	For 2022-23, our students' average CAASPP ELA scale score was 2414 scale score. This was a decrease of 6 points from our baseline which was 2420. We did not meet our goal.
i-Ready Reading Diagnostic	During 2022-23, the percentage of students in grades K - 5 who met or exceeded standards between each diagnostic assessment will be 53%, thus demonstrating a 20% average increase between the first and final diagnostic assessment.	During 2022-23, the percentage of students that met or exceeded standards between the first and final diagnostic was 37%. We exceeded our goal.
iReady Reading Lesson Pass Rate	During the 2022-23 school year, we will maintain our iReady reading lesson pass rate at 80% or higher.	During the 2022-23 school year, our iReady reading lesson pass rate was 79%. We did not meet our goal.
CAASPP ELA Scale Score Goals by Grade Level	By June 2023, our CAASPP scale score data for grades 3-5 will be at minimum: Third: 2432 Fourth: 2473 Fifth: 2502	By June 2023, our CAASPP scale score data for grades 3-5 were not above the following minimum numbers: Third: 2432 (actual: 2384) Fourth: 2473 (actual: 2447) Fifth: 2502 (actual: 2413) We did not meet our goal.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify struggling readers by administering i-Ready reading diagnostic assessments three times a year in order to target reading intervention and acceleration based on individual student needs.	Identified struggling readers by administering i-Ready reading diagnostic assessments three times a year in order to target reading intervention and acceleration based on individual student needs.	Collect and analyze i-Ready Reading diagnostic and growth monitoring data; identify students at each grade level for reading interventions and/or their specific learning needs.	Collected and analyzed i-Ready Reading diagnostic and growth monitoring data; identified students at each grade level for reading interventions and/or their specific learning needs. None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified District Funded 0	Specified District Funded 0
<p>Supplement extended school day learning opportunities for students identified as in need of strategic or intensive interventions and support as determined by results of i-Ready reading diagnostic assessments.</p>	<p>Supplemented extended school day learning opportunities for students identified as in need of strategic or intensive interventions and support as determined by results of i-Ready reading diagnostic assessments.</p>	<p>Ongoing Progress Monitoring each trimester during PLC and professional development meetings and workshops. 0001-0999: Unrestricted: Locally Defined None Specified 0</p>	<p>Provided ongoing Progress Monitoring each trimester during PLC and professional development meetings and workshops. 0001-0999: Unrestricted: Locally Defined None Specified 0</p>
<p>Ensure full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.</p>	<p>Ensured full implementation of the Common Core State Standards using the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.</p>	<p>These funds will supplement our district-provided funds to provide hourly compensation to staff who provide extended learning day/tutoring opportunities for students who need extra support in math and literacy/ELA. 1000-1999: Certificated Personnel Salaries Title I 6,200</p>	<p>These funds were meant to supplement our district-provided funds and during 23-24 but we were able to use district provided LCAP funds to provide hourly compensation to staff who then worked with students to provide extended learning day/tutoring opportunities in math and literacy/ELA. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>
		<p>Purchase district approved curriculum to enable teachers to fully implement the approved Units of Study and the associated curricula. 4000-4999: Books And Supplies District Funded 5,000</p>	<p>A district approved curriculum was purchased to enable teachers to fully implement the approved Units of Study and the associated curricula. 4000-4999: Books And Supplies District Funded 5,000</p>
		<p>Provide two, two-hour sessions after school for teachers to work in grade-level teams on vertical articulation including aligning power standards, literacy and language development common practices, and SEL approaches in order to better support student development across</p>	<p>Provided 45-60 minute sessions after school on Wednesdays for teachers to work in grade-level teams on vertical articulation including aligning standards, literacy and language development common practices, and SEL approaches in order to better support student</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>grade-levels during teacher release time on Wednesday afternoons. 1000-1999: Certificated Personnel Salaries None Specified 0</p>	<p>development across grade-levels during teacher release time. 1000-1999: Certificated Personnel Salaries None Specified 0</p>
		<p>During Wednesday early release, volunteer teacher committees composed of mixed-grade teachers to address issues and create action plans for the following four topics/initiatives: Parent & Family Engagement, AVID, Writing/Language Development (e.g. OG), and Navigating Differences (“Cultural Proficiency”). 1000-1999: Certificated Personnel Salaries None Specified 0</p>	<p>During Wednesday early release, volunteer teacher committees did not meet as often as we planned. There were questions regarding committee work, therefore the following committees met twice each semester (four times total): Parent & Family Engagement and AVID. The Navigating Differences (“Cultural Proficiency”) and Writing/Lang. Development committees met once per semester (twice total). These committees are valuable and the meetings sho 1000-1999: Certificated Personnel Salaries None Specified 0</p>
		<p>Scholastic Magazine subscription and additional inserts to address writing and language arts for every student. 4000-4999: Books And Supplies District Funded 5,600</p>	<p>We purchased a Scholastic Magazine subscription and additional inserts to address writing and language arts for every student. We did run out of funds and had to supplement to ensure all classes and students received the necessary quantity of print material. 4000-4999: Books And Supplies District Funded 5,600</p>
		<p>To pay for teachers to attend conferences off-site such as the local Inland Empire Computer Using Educators</p>	<p>Some teachers attended conferences off-site. This year three teachers attended the California Bilingual Educators</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>(IACUE) and Computer Using Educators (CUE) conferences in order to ensure all teachers, especially new teachers, are exposed to the latest instructional technology related research, practices, and policies. 5800: Professional/Consulting Services And Operating Expenditures Title I 3,223</p>	<p>(CABE). 5800: Professional/Consulting Services And Operating Expenditures Title I 2,100</p>
		<p>Contract with RCOE or other instructional literacy expert/consultant to provide two (2) after-school workshops related to student achievement in literacy. This is part of our initiative to focus on "Acceleration, Not Remediation." 5800: Professional/Consulting Services And Operating Expenditures Title I 3,500</p>	<p>Contracted with RCOE to provide three (3) early release day and/or after-school workshops related to student achievement in literacy. This is part of our initiative to focus on "Acceleration, Not Remediation" and the "Hawk Time" literacy/reading foundation intervention efforts. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,800</p>
		<p>To ensure adequate instructional supplies and materials for supplemental one-on-one and small group interventions to ELA including centers-based instruction, workshop time, and enrichment learning. Associated expenses include reprographic orders, copy paper, and student supplies which include--but are not limited to--construction and other forms of paper, glue, markers, mini whiteboards, writing utensils, etc. 4000-4999:</p>	<p>We purchased a variety of additional instructional supplies this year to help ensure adequate instructional supplies and materials for supplemental one-on-one and small group interventions to ELA including centers-based instruction, workshop time, and enrichment learning. Associated expenses included reprographic orders, copy paper, and student supplies which include--but are not limited to--construction and other forms of paper, glue,</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies Title I 8,297.50	markers, mini whiteboards, writing utensils, etc. 4000-4999: Books And Supplies Title I 9,250.00
		Purchase and provide Language Arts journals for students to create interactive writing journals to use with standards-aligned prompts and learning tasks. 4000-4999: Books And Supplies Title I 510	Purchased and provided Language Arts journals for students to create interactive writing journals to use with standards-aligned prompts and learning tasks. 4000-4999: Books And Supplies Title I 500
Ensure i-Ready, ESGI, and the other literacy/reading assessments are administered according to district timelines.	Ensured i-Ready, ESGI, and the other literacy/reading assessments were administered according to district timelines.	To provide teacher release time to administer the various district-wide and site-specific assessment measures such as ESGI, DIBELS (oral fluency), and i-Ready Reading diagnostics throughout the 2022-23 school year based on the academic calendar. None Specified Title I 800	We provided teacher release time to administer the various district-wide and site-specific assessment measures such as ESGI, DIBELS (oral fluency), and i-Ready Reading diagnostics throughout the school year using district provided funds. 1000-1999: Certificated Personnel Salaries LCFF 800
		Substitute teacher cost to provide release time for kinder, first, and second grade teachers to complete one-on-one diagnostic testing. Kinder teachers will receive one sub day. First and Second grade teachers will receive two sub days. 1000-1999: Certificated Personnel Salaries Title I 1,435	Substitute teacher costs were covered in order to provide release time for kinder, first, and second grade teachers to complete one-on-one diagnostic testing. Kinder teachers will receive one sub day. First and Second grade teachers will receive two sub days. 1000-1999: Certificated Personnel Salaries Title I 2,880
Teachers use supplemental technology, software, software licenses and equipment to support supplemental curriculum and learning experiences; teachers have adequate materials	Teachers used supplemental technology, software, software licenses and equipment to support supplemental curriculum and learning experiences; teachers had adequate materials	Teacher supplies and materials to include but not limited to the following items that are used for the Title I related software and learning programs for students:	Teacher supplies and materials were purchased for Title I purchased software and learning programs for students and included: Adapters Peripherals

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and appropriate staff development to fully implement new technology and software.	and appropriate staff development to fully implement new technology and software throughout the school year.	<p>Adapters Peripherals Headphones 4000-4999: Books And Supplies Title I 300.00</p> <p>Brain Pop Subscription None Specified District Funded 0</p> <p>Learning software subscriptions and other supplemental support programs and materials related to our MTSS intervention and support model for all content areas, including Learning A-Z & Reading A-Z, Math Reflex, RAZ Kids, Starfall, Mystery Science, ESGI Expansion, Handwriting Without Tears, and other software licenses needed to implement all intervention, enrichment and supplemental activities. 4000-4999: Books And Supplies Title I 31,100.00</p>	<p>Headphones 4000-4999: Books And Supplies Title I 300.00</p> <p>Brain Pop Subscription None Specified District Funded 0</p> <p>Learning software subscriptions and other supplemental support programs and materials related to our MTSS intervention and support model were purchased related to math, literacy/ELA, ELD, and science, including Learning A-Z & Reading A-Z, Math Reflex, RAZ Kids, Starfall, Mystery Science, ESGI Expansion, Handwriting Without Tears, and other software licenses needed to implement all intervention, enrichment and supplemental activities. 4000-4999: Books And Supplies Title I 28,951.55</p>
Student intervention and collaboration meetings will be facilitated for students who are experiencing difficulties in language arts.	Student intervention and collaboration meetings were facilitated regarding students who were experiencing difficulties in language arts.	Student Study Team (SST) meetings will be held on ten days a year (two subs will be provided one for the SST member and one for the classroom teacher) for intervention and collaboration for students not progressing at grade level based on teacher referrals. 1000-1999: Certificated Personnel Salaries Unrestricted 3,350	Student Study Team (SST) meetings were planned and held throughout the year with substitute teachers being provided for all team member representatives. The time was set aside to discuss the interventions in place for students who were failing to make adequate growth and are at least one or more year's behind in terms of their grade-level standards. 1000-1999: Certificated Personnel Salaries Unrestricted 3,350

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Tier II reading foundation interventions will be held for all students scoring one or more years below grade level will be facilitated four days per week by the classroom teacher, aides, and other staff who "push in." None Specified District Funded 0	Tier II "Hawk Time" reading foundation intervention time was facilitated/provided for students who scored one or more years below grade level per their scores on ESGI, and/or i-Ready, and/or CAASP, and this intervention was facilitated four days per week by the classroom teacher, aides, and other staff who "push in" for at least 45 minutes in 80% or more of classrooms. None Specified District Funded 0
Teachers will collaborate weekly by grade level during PLC time and utilize shared Google Presentation/Docs to input data and analysis.	Teachers collaborated weekly by grade level during PLC time and utilized shared Google Presentation/Docs to input data and analysis.	Teachers will review results of formative assessment data utilizing Impact Teams protocols to determine instructional needs for individual students. 1000-1999: Certificated Personnel Salaries District Funded 0	Teachers reviewed the results of formative assessment data utilizing district and site-aligned PLC systems and protocols to determine instructional needs for individual students in 80% of grade-level's planning time. 1000-1999: Certificated Personnel Salaries District Funded 0
Provide on-going professional development based on staffs needs and district initiatives.	Provided on-going professional development based on staffs needs and district initiatives.	Professional development meetings will be held bi-monthly to address the staff's professional development, learning, and program training needs. None Specified None Specified 0	Professional development meetings were held on a bi-monthly basis to address the staff's professional growth needs and centered on academic progress, school safety, student social-emotional health, and community interaction and connection. None Specified District Funded 0
Identify and provide resources, information, school-centered family and commnity events, and	Identified and provided resources, information, and workshops/trainings for parents/guardians and	Parent involvement events will include but are not limited to: Back-to-School Night,	Parent involvement events included but were not limited to: Back-to-School Night, "Pastries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
workshops/trainings for parents/guardians and families based on their needs as expressed by formal surveys and other means.	families based on their needs as expressed by formal surveys and other means.	"Pastries with the Principal" (six times a year), Family Curriculum Nights, and Open House in addition to other evening, family-centered events. None Specified None Specified 0	with the Principal" (six times a year), community celebrations (e.g. "Harvest Festival/Trunk or Treat"), and Open House.
		Our school counselor will provide monthly parenting classes based on parent's learning interests. None Specified None Specified 0	Our school counselor will provide monthly parenting classes based on parent's learning interests.
		Resources, supplies, etc. for parent/guardian and family involvement events related to literacy to include, but not limited to "Read Across America" and other literacy evening events for the school community. 4000-4999: Books And Supplies Title I 100	Purchased supplies, resources, etc. for parent/guardian and family involvement events related to literacy to include, but not limited to "Read Across America" and other literacy evening events for the school community. 4000-4999: Books And Supplies Title I 85.00
		Teachers will be compensated hourly rate to assist in the planning and facilitation of family/community networking and educational events including Read Across America and other "family curriculum night" style events. 1000-1999: Certificated Personnel Salaries Title I 917.50	Two teachers were compensated at their hourly rate to assist in the planning and facilitation of family/community networking and educational events including Read Across America and other "family curriculum night" style events. 1000-1999: Certificated Personnel Salaries Title I 850.00
Ensure that all students have access to supplemental instructional materials to support at-risk learners access to grade level standards.	Ensured all students had access to supplemental instructional materials to support access for at-risk learners to grade level standards.	Purchase/update Accelerated Reader books, magazines, and other print materials for the school library to keep our collection of books updated and to continually increase our	We did update Accelerated Reader books, magazines, and other print materials for the school library in order to keep our collection of books updated and to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		selection of student non-fiction books, socially and culturally relevant texts, etc. 4000-4999: Books And Supplies Title I 1,000	continually increase our selection of student non-fiction books, socially and culturally relevant texts, etc however, we did NOT use Title I finds because we had LCAP monies to use instead which we did. 4000-4999: Books And Supplies Title I 0
Students will engaged in project based and non-fiction based learning opportunities to enhance their understanding of California Language Arts Standards.	Students engaged in project based and non-fiction based learning opportunities to enhance their understanding of California Language Arts Standards.	Kindergarten students will have on-site visits from the Fire Department. None Specified None Specified 0	Kindergarten students received an on-site visits from the Riverside County Fire Department. None Specified None Specified 0
		Fifth grade students will participate in History Day. None Specified None Specified 0	Fourth and fifth grade students participated in History Day. None Specified None Specified 0
		Fourth grade students will participate in Pioneer Day. 4000-4999: Books And Supplies LCFF 0	Fourth grade students participated in Pioneer Day. 4000-4999: Books And Supplies LCFF 125.00
		All students will participate in a literacy-based event in which they read a book, share it, and then celebrate reading together as an entire school. None Specified None Specified 0	All students participated in a literacy-based event in which they read a book, share it, and then celebrate reading together as an entire school. None Specified None Specified 0
The Million Word Challenge (MWC) reading incentive program will be utilized to encourage students to read more in order to help them progress towards, or surpass, grade level expectations.	The Million Word Challenge (MWC) reading incentive program was utilized to encourage students to read more in order to help them progress towards, or surpass, grade level expectations.	Million Word Challenge Coordinators will receive an hourly rate to run and analyze word count reports from the AR program. They will report out word counts monthly and ensure students receive incentives which will be distributed at the monthly Flag Salute and Awards Assembly 1000-1999: Certificated	Million Word Challenge Coordinators received an hourly rate to run and analyze word count reports from the AR program. They reported out word counts monthly and ensured students receive incentives which will were distributed at the monthly Flag Salute and Awards Assembly 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I 500.00	Personnel Salaries Title I 489.00
Provide additional support and professional learning to the instructional aides and general education teachers.	Provided additional support and professional learning to the instructional aides and general education teachers.	Provide teacher hourly rate for after-school professional learning and support for general education and special education teachers in order to assist them in providing the necessary supports related to the full implementation of our district-aligned, site-based special education inclusion model (e.g. co-teaching PD, etc.). Provide after-school professional learning and support for instructional aides/support staff in order to assist them in providing the necessary supports related to our inclusion model (e.g. co-teaching PD, etc.). 1000-1999: Certificated Personnel Salaries Title I 800	Offered teacher hourly rate for after-school professional learning and support for general education and special education teachers in order to assist them in providing the necessary supports related to the full implementation of our district-aligned, site-based special education inclusion model (e.g. co-teaching PD, etc.). Provided school professional learning and support for instructional aides/support staff during the normal work day for the most part but also after work hours in order to assist them in providing the necessary supports related to our inclusion model (e.g. co-teaching PD, etc.). 1000-1999: Certificated Personnel Salaries Title I 649.70
Ensure students have access to high-quality, standards-based intervention and enrichment activities to include extra-curricular and off-campus learning experiences that reinforce what they're learning in the classroom.	Ensured students had access to high-quality, standards-based intervention and enrichment activities to include extra-curricular and off-campus learning experiences that reinforced what they were learning in the classroom.	Teachers plan and facilitate Tier II interventions and supports for students classified as one or more year's behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST). 1000-1999: Certificated Personnel Salaries District Funded 0 Instructional aides and other classified staff members plan and	Teachers planned and facilitated Tier II interventions and supports for students identified as being one or more year's behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST). 1000-1999: Certificated Personnel Salaries District Funded 0 Instructional aides and other classified staff members planned and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		facilitate Tier II interventions and supports for students classified as one or more years behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST). 2000-2999: Classified Personnel Salaries District Funded 0	facilitated Tier II interventions and supports for students who were one or more years behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST). 2000-2999: Classified Personnel Salaries District Funded 0

Analysis

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

This year at Harvest Valley, our staff remained dedicated to three key initiatives. First, we prioritized "First, Best Instruction," which involved designing lessons and units based on the research and framework of Universal Design for Learning (UDL). Additionally, we also placed a strong emphasis on AVID, integrating high-quality Tier II intervention and support for all students, particularly in reading foundations. Lastly, we maintained a continual focus on the emotional and social development and well-being of our students.

While maintaining a holistic approach that encompassed these various elements, we placed significant importance on enhancing reading foundations and literacy intervention. To accomplish this, we utilized our Title I and LCAP funds to provide professional learning and development opportunities to all full-time teachers, as well as support staff, including instructional and bilingual aides. This allowed us to implement a targeted literacy/reading intervention program four days a week at every grade level. By utilizing data to guide our efforts, we successfully implemented a site-based intervention program based on district-approved, research-derived sources. Additionally, our Professional Learning Communities (PLCs) served as valuable platforms for planning instruction, analyzing data, and devising re-teaching and intervention strategies.

We also dedicated time and effort to reestablishing connections with parents/guardians and the community that may have been weakened or lost during the challenges posed by the pandemic and subsequent years. This involved inviting families back onto the campus and regularly organizing meetings, workshops, and special events to foster engagement and collaboration.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on the preliminary data derived from i-Ready and other local assessments, our efforts have yielded substantial growth among students, particularly in the realm of literacy, and more specifically foundational reading skills. The number of students meeting grade-level standards in ELA by the end of the school year increased nearly fourfold compared to the beginning, with the most notable progress observed among students in grades 2nd-4th who were two or more years behind. Additionally, when considering all students based on the i-Ready diagnostic assessment series, almost half as many students who were one or more years behind grade-level standards successfully achieved grade-level rigor demands by the conclusion of the third and final diagnostic.

Nevertheless, the overall literacy of our students still falls short of our predetermined goals, particularly regarding their mathematical abilities. Mathematics proves to be the area in which students face the greatest challenges. While our focus on literacy acquisition and language development has contributed to improved math scores, along with the professional learning events and meetings dedicated to math, it is apparent that there is a pressing need to expand the scope of the "Hawk Time" intervention to encompass and prioritize the development of students' mathematical thinking and skills.

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

Although a significant portion of our funding for certain initiatives ended up coming from LCAP-related sources, primarily allocated towards initiatives such as "Extended Day Learning Opportunities" and other similar programs aimed at library and book upgrades, we did indeed successfully utilize nearly all of the funding reserved for materials, professional development, and various other initiatives related to literacy and language development. Since our school district actively supports district-wide and site-specific feedback sessions related to LCAP, we were able to tailor an LCAP-funded support plan according to our needs. Consequently, we have managed to free up additional Title I and Title III funding, thus providing us with an opportunity to explore new ideas and innovations for the upcoming 2023-24 school year, with a focus on maximizing the utilization of funds to enhance student learning and development in this area.

During the course of our activities, we did allocate more resources than initially planned towards substitute teacher costs. This was necessary to release kindergarten, first, and second-grade teachers to conduct one-on-one student diagnostics and assessments, including reading assessments, i-Ready evaluations, ESGI tests, and other metrics employed to gather crucial data on student achievement and current literacy levels. We see this as an ongoing need not only for this group, but for others as well in terms of release time to analyze data, plan, and receive professional learning support.

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

For the upcoming academic year of 2023-24, it has been determined that our primary focus will remain on literacy and literacy intervention, but with an emphasis on literacy "across the curriculum" to include other content areas beyond just reading and English Language Arts. However, there will be a notable shift towards placing greater emphasis on the implementation of "Best, First Instruction" for all students. This strategic approach at Tier I will enable us to incorporate reteaching and intervention within all our units and lessons, thereby allowing us to accurately identify and address the needs of students who require additional support beyond the scope of initial instruction.

Furthermore, we are committed to establishing an improved system to assist students who are significantly behind, by at least two years, according to the state standards. This will be accomplished through the implementation of a new and improved "Extended Learning Day" framework. Under this revised system, these students will receive three distinct forms of support: firstly, the aforementioned "Best, First Instruction" during regular class time, followed by Tier II interventions during designated "Hawk Time" (Tier II) sessions, and finally, specialized assistance provided during the Extended Learning Day program (Tier III). By employing this Multi-Tiered System of Supports approach, we aim to effectively bridge the achievement gap for a significantly larger number of our students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

During the 2022-23 academic year, the percentage of students scoring at or above grade-level standards will increase for all assessed students by 74 scale score points or 3% or more from the previous CAASPP score on record as measured on the math portion of the CAASPP (from 2420 to 2494). Additionally, our shorter-term goal is to ensure that the average percentage of students scoring at or above grade-level standards will increase by 20% or more between i-Ready diagnostic assessments 1 and 2, and again between i-Ready diagnostic assessments 2 and 3.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math CAASPP	During 2022-23, our students' average CAASPP math scale score will be 2483, an increase of 76 scale score points and 3.1% higher than the average on the 2021-22 CAASPP.	For 2022-23, our students' average CAASPP Math scale score was 2415. We did not meet our goal.
Math i-Ready	During 2022-23, the percentage of students in grades K - 5 who will meet or exceed standards will be 37%, thus demonstrating a 15% average increase between the first and final diagnostic assessment.	During 2022-23, the percentage of students that met or exceeded standards between the first and final diagnostic was 34%. We exceeded our goal.
iReady Math Lesson Pass Rate	During the 2022-23 school year, we will maintain our i-Ready math lesson pass rate at 80% or higher.	During the 2022-23 school year, we exceeded our i-Ready math lesson pass rate at 80% or higher by achieving a 94% of lessons passed.
CAASPP Math Scale Score by Grade Level	By June 2023, our CAASPP scale score data for grades 3-5 will be: Third: 2436 Fourth: 2485 Fifth: 2528	By June 2023, our CAASPP scale score data for grades 3-5 will be: Third: 2436 (actual 2386) Fourth: 2485 (actual 2427) Fifth: 2528 (actual 2432) We did not meet our goal.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure full implementation of the Common Core Standards and Units of Study in Mathematics, including addressing priority standards for all grade levels.	Ensured full implementation of the Common Core Standards and Units of Study in Mathematics, including addressing priority standards for all grade levels.	Funds to ensure adequate instructional supplies and materials for mathematics instruction, as well as one-on-one and small group interventions to include centers-based instruction, workshop	Funds were expended to ensure adequate instructional supplies and materials for mathematics instruction, as well as one-on-one and small group interventions to include centers-based

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>time, and enrichment learning. Associated expenses include reprographic orders, copy paper, and student supplies which include, but are not limited to, construction and other forms of paper, glue, markers, mini whiteboards, writing utensils, etc. 4000-4999: Books And Supplies Title I 8,297.50</p>	<p>instruction, workshop time, and enrichment learning. Associated expenses include reprographic orders, copy paper, and student supplies which include, but are not limited to, construction and other forms of paper, glue, markers, mini whiteboards, writing utensils, etc. 4000-4999: Books And Supplies Title I 10,571</p>
		<p>Purchasing suggested resources to support grade-level Units of Study. None Specified District Funded 5,000</p>	<p>Purchased suggested resources to support grade-level Units of Study. None Specified District Funded 5,000</p>
		<p>Math journals for students to create interactive math notebooks. 4000-4999: Books And Supplies Title I 510</p>	<p>Math journals were purchased for students to create interactive math notebooks. 4000-4999: Books And Supplies Title I 489</p>
		<p>Contract with RCOE or other instructional mathematics expert/consultant to provide one workshop related to student achievement in math with an emphasis on the Standards for Mathematical Practices. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,938</p>	<p>Contracted with a private instructional mathematics expert/consultant who also supported other schools in the district in order to provide one workshop related to student achievement in math with an emphasis on the Standards for Mathematical Practices. 5800: Professional/Consulting Services And Operating Expenditures Title I 3,245</p>
		<p>Provide teachers time during early release Wednesdays to participate in vertical math planning meetings and/or an ROCE contracted workshop related to student</p>	<p>Provided teachers time during early release Wednesdays to participate in vertical math planning meetings and/or an ROCE contracted workshop related to student</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		achievement in math with an emphasis on the Standards for Mathematical Practices. This will take place on a teacher early release and be a voluntary meeting. We will propose that each team send at least two teachers to represent their team. None Specified None Specified 0.00	achievement in math with an emphasis on the Standards for Mathematical Practices. This work did take place on teacher early release days during administratively directed time. All teachers participated. None Specified None Specified 0
Teachers use a variety of supplemental technology, software, software licenses and equipment; teachers have adequate materials and appropriate staff development to implement new technology and software.	Teachers used a variety of supplemental technology, software, software licenses and equipment; teachers had adequate materials and appropriate professional learning and coaching to implement new technology and software.	Teachers receive the necessary professional development provided during their PLC time, staff professional development meetings, and district-wide professional learning opportunities in order to fully implement current and new instructional resources to ensure student learning. None Specified None Specified 0	Teachers received the necessary professional development provided during their PLC time, staff professional development meetings, and district-wide professional learning opportunities in order to fully implement current and new instructional resources to ensure student learning. None Specified None Specified 0
SST (Student Study Team) meetings will be conducted for students who are experiencing difficulties in mathematics.	SST (Student Study Team) meetings were conducted for students who were experiencing difficulties in mathematics.	SST meetings will be held monthly based on referrals and a follow~up schedule will also be created. None Specified None Specified 0	SST meetings were held monthly based on referrals and follow~up schedule None Specified None Specified 0
Teachers will collaborate two times per week during grade level PLC time.	Teachers collaborated at least two times per week during grade level PLC time regarding instruction, assessment, student data, and intervention plans.	Teachers will review results of i-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols. None Specified None Specified 0	Teachers reviewed results of i-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols. None Specified None Specified 0
Provide on-going professional development in the based on staff's needs and district initiatives.	Provided on-going professional development in the based on staff's needs and district initiatives.	Professional development meetings will be held bi-monthly to address the staff's professional learning	Professional development meetings were held bi-monthly to address the staff's professional learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		needs. None Specified None Specified 0	needs. None Specified None Specified 0
Identify and provide resources, information, and training for parents based on parent surveys.	Provided on-going professional development in the based on staff's needs and district initiatives.	Teachers will be compensated their hourly wage to teach a student/parent workshop at Family Math Night. 1000-1999: Certificated Personnel Salaries Title I 917.50	We did not host a student/parent workshop at Family Math Night. 1000-1999: Certificated Personnel Salaries Title I 0
Provide daily math intervention for students struggling with mathematical concepts.	Provided daily math intervention for students struggling with mathematical concepts.	Math Reflex subscription to ensure that all student know all math facts fluently. *These funds come from the expenditure under Goal 1 "Site License Technology Software Subscriptions." 4000-4999: Books And Supplies Title I 3200	Math Reflex subscription was purchased in order to ensure that all students know all math facts fluently. 4000-4999: Books And Supplies Title I 3295.00

Analysis

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

At HVES, we implemented a comprehensive approach to daily math instruction with the goal of catering to the diverse needs of all students. This school-wide approach involved a combination of whole group and small group learning experiences, supplemented by targeted support and intervention that took place in different ways depending on the grade-level team since we did not share the same common approach school-wide to math intervention that we did with reading/literacy intervention, however. To enhance our instructional practices in mathematics during the 2022-23 academic year, we invited a mathematics expert to present valuable insights and introduce new concepts to our staff. Emphasis was placed on the essential nature of adhering to the Standards for Mathematical Practice (SMPs) and using "gamification" methods to engage students and provide repeat opportunities to practice and gain greater math fluency.

To gather valuable school-wide data, we primarily relied on i-Ready math lessons and diagnostic assessments, which provided crucial insights into students' progress. Additionally, district, grade-level, and teacher common assessments were employed to obtain a comprehensive understanding of students' mathematical development. Continuous discussions surrounding math took place within our Professional Learning Community (PLC) meetings, fostering collaboration among teachers. This collaborative environment allowed us to develop and implement common instructional strategies, assessments, and interventions tailored specifically to math instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Throughout the 2022-23 academic year, the performance of students in grades K-5 in mathematics at HVES was analyzed with the goal of determining the percentage of students who achieved or exceeded the established standards. The findings revealed that 40% of students successfully met or exceeded the standards, demonstrating a remarkable 34% increase between the initial and final diagnostic assessments. This significant improvement surpassed our predetermined goal and helped our staff and students gain confidence in our ability to facilitate significant student growth within a short period of time.

Moreover, it is noteworthy that the percentage of students who were identified as being at least one year behind, as indicated by the initial diagnostic assessment, witnessed a substantial decline from 44% to 18% by the conclusion of the

school year, according to the outcomes of Math Diagnostic #3. This notable reduction accounts for a 26% decrease in the identified group. However, despite these encouraging developments, the data highlights the persisting issue of a significant number of students performing well below grade-level expectations. Consequently, our dedicated staff members acknowledge the pressing need to intensify their efforts to narrow the achievement gap in mathematical skills and knowledge among our student population.

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

Despite successfully implementing our planned strategies to enhance and advance our mathematics program, we recognize two specific areas where our achievements fell short of our expectations, considering the unique needs of our school. These areas pertain to math coaching and ensuring targeted accountability to ensure we have school-wide agreements and best practices in place related to math instruction which also integrate AVID and language development.

Furthermore, upon reflection, we have identified a noteworthy oversight in our approach to literacy. While we made considerable progress in strengthening reading foundations, we now realize that our literacy initiatives should have encompassed a more comprehensive focus on addressing our students' deficiencies in mathematics. This realization underscores the importance of incorporating math-related elements within our literacy framework, something that took place this year but only to a minimal degree.

One significant challenge we encountered was the limited uptake of math support among our staff members. Despite expressing the need for additional assistance in math, only approximately one-third of our staff accepted the invitation to receive support from the site-based coach in areas such as math curriculum, instruction, and assessment. Thus we spent less funding on substitute teachers and PD than we had originally planned.

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.

After thorough discussions held during LCAP meetings and site-based committees, such as the School Site Council, it has become abundantly clear that all stakeholders, including school leaders, staff, and the community, are in strong agreement that mathematics must receive heightened attention at HVES, as well as across other schools within the district. While we have successfully established a robust framework for math instruction and laid a solid foundation for reading intervention, it has become apparent that we must now unite these two domains and ensure the integration of math-focused best practices within our instructional practices, including targets, assessments, and intervention efforts aligned across the grade-levels.

To achieve this goal, it is imperative that a dedicated portion of our instructional time, specifically during "Hawk Time" or through small group instruction, is consistently allocated to math instruction. Moreover, this instruction should be data-driven, utilizing valuable student data to inform instructional decisions and interventions.

Furthermore, we have devised plans to enhance and expand the quality and breadth of our math-related "Extended Learning Opportunities," such as before and after-school tutoring programs. These initiatives are set to be implemented during the forthcoming 2023-24 school year, with the aim of further enriching our students' mathematical learning experiences.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

For the 2022-23 school year we will increase the number of English Learners scoring a level 4 on the ELPAC by 5% from 5.45% to 10.45% in order for these students to be eligible for reclassification as Reclassified Fluent English Proficient ("RFEP").

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner CAASPP Percentage at or Above Grade-level	On the 2022-23 CAASPP assessment, we expect 9% of our EL students to score at or above grade-level which represents a 7% increase.	On the 2022-23 CAASPP assessment, 11% of our EL students scored at or above grade-level which represents a 9% increase.
i-Ready Reading Diagnostic (EL Group)	During the 2022-23 school year, we will increase our EL group scoring at or above grade level to 37% according to the final i-Ready diagnostic assessment which represents a 10% increase between each diagnostic assessment.	During the 2022-23 school year, our EL group of students who scored at or above grade level rose to 40% according to the final i-Ready diagnostic assessment representing more than a 10% increase between each diagnostic assessment.
CAASPP ELA Scale Score (EL Group)	By June 2023, EL students will have a minimum scale score increase of at least 15 points on the ELA CAASPP.	HVES EL students' scale score increased by __ points on the ELA CAASPP, thus meeting/exceeding our goal of a 15 point minimum increase.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify English Learners at each grade level and ensure proper classroom placement for the 2022-23 school year.	Identified English Learners at each grade level and ensured proper classroom placement for the 2022-23 school year.	By July 31, 2022 we will ensure that all students identified as English Learners are distributed into instructional clusters in all classes at each grade level. None Specified None Specified 0	By July 31, 2022 we had ensured all students identified as English Learners were distributed into instructional clusters in all classes at each grade level in a manner consistent with local and state guidelines and the best research-based practices. None Specified None Specified 0
Provide preparation for the ELPAC assessment to be given in April.	Provided preparation for the ELPAC assessment to be given in April.	Classroom teachers will provide ELPAC preparation using ELPAC test release	Some classroom teachers provided their EL students ELPAC preparation support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>questions to prepare them for the ELPAC exam after they receive training and support regarding the assessment, including its requirements, style, and level of rigor. None Specified None Specified 0</p>	<p>using ELPAC test release questions to prepare them for the ELPAC exam after they received training and support regarding the assessment, including its requirements, style, and level of rigor. None Specified None Specified 0</p>
		<p>Teachers will receive Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily classroom instruction in all subject areas. None Specified District Funded 0</p>	<p>Teachers received Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily classroom instruction in all subject areas. None Specified District Funded 0</p>
		<p>Principal, Assistant Principal, and English Learner Instructional Coach will meet with all students in grades 1-5 grade for a ELPAC goal setting conference before they begin the ELPAC assessment. None Specified None Specified 0</p>	<p>Principal, Assistant Principal, and English Learner Instructional Coach met with some students in grades 1-5 grade for a ELPAC goal setting conference before they began the ELPAC assessment. None Specified None Specified 0</p>
<p>Ensure adequate time and appropriate space is allotted for the ELPAC administration.</p>	<p>Ensured adequate time and appropriate space was allotted for the ELPAC administration.</p>	<p>Prepare and share an ELPAC assessment schedule that ensures a student is only administered one section of the ELPAC exam a day and that the assessment is conducted in a one-on-one or small group environment and is conducted by trained Harvest Valley teachers and/or district instructional coaches who have positive connections with students. None</p>	<p>Prepared and shared an ELPAC assessment schedule that ensured most students were only administered one section of the ELPAC exam each day and that the assessment was conducted in a one-on-one or small group environment and was conducted by trained Harvest Valley teachers and/or district instructional coaches who have positive connections with students. None</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	Specified None Specified 0
Ensure full implementation of the "Wonders" designated English Language Development program/curriculum.	Ensured full implementation of the "Wonders" designated English Language Development program/curriculum.	Principal and assistant principal will conduct informal and formal classroom visits to ensure full implementation of the Wonders Designated ELD program. None Specified None Specified 0	Principal and assistant principal conducted informal and formal classroom visits to ensure full implementation of the Wonders Designated ELD program throughout the school year. None Specified None Specified 0
Student Success/Study Team (SST) meetings will be conducted for EL students who are experiencing difficulties.	Student Success/Study Team (SST) meetings were conducted for EL students who were experiencing difficulties.	Teachers will recommend students to the Student Study Team (SST) who are experiencing difficulties in any of the following areas: academic, insufficient progress in intervention programs, minimal progress acquiring English, and/or who are experiencing significant behavior and/or social-emotional challenges which are impeding their progress and achievement. None Specified None Specified 0	Teachers recommended students to the Student Study Team (SST) who were experiencing difficulties in any of the following areas: academic, insufficient progress in intervention programs, minimal progress acquiring English, and/or who were experiencing significant behavior and/or social-emotional challenges which was impeding their progress and achievement. None Specified None Specified 0
Ensure that EL students are making adequate progress towards acquiring the English language.	Ensured EL students were making adequate progress towards acquiring the English language.	Teachers will collaborate by grade level bi-weekly to review curriculum embedded student assessments, i-Ready diagnostic results, and progress on Imagine Learning monitoring reports. Teachers will utilize this data to make instructional decisions. None Specified None Specified 0	All teams/teachers collaborated by grade level bi-weekly to review curriculum embedded student assessments, i-Ready diagnostic results, and progress on Imagine Learning monitoring reports. Teachers utilized this data to make instructional decisions and to drive our "Hawk Time" reading foundations and intervention efforts. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Classroom teachers will meet with each English Learner three times a year for an academic goal setting meeting. None Specified None Specified 0	Classroom teachers met with each English Learner at least bi-weekly during Hawk Time to check in on their ELs and to set or check on their academic goal setting and other goal related tools. None Specified None Specified 0
		All documents and flyers being sent home with students will be translated into Spanish to ensure Spanish speaking parents receive all school communication in their home language. None Specified District Funded 0	All documents and flyers sent home with students were translated into Spanish to ensure Spanish speaking parents receive all school communication in their home language. None Specified District Funded 0
		Funds to purchase a multi-year contract with Imagine Learning student support software program in order to provide individualized instruction and intervention for EL students and to expand from select grades (e.g. 2-5) to ALL students in grades K - 5 who scored at Level 1, 2, and some 3s in the Reading Domain of ELPAC. Expand services to include math as well. Newcomers will also use Imagine Learning Software as a supplemental intervention. 4000-4999: Books And Supplies Title III 30,217	Funds were used to purchase the final year of a multi-year contract with Imagine Learning student support software program in order to provide individualized instruction and intervention for EL students and to expand from select grades (e.g. 2-5) to ALL students in grades K - 5 who scored at Level 1, 2, and some 3s in the Reading Domain of ELPAC. Expand services to include math as well. Newcomers will also use Imagine Learning Software as a supplemental intervention. 4000-4999: Books And Supplies Title III 29,750
		Equipment and supplies such as headphones with a microphone and additional, supplemental	We did not purchase additional equipment and supplies such as headphones or other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>supplies will be purchased for EL students in order to fully utilize the Imagine Learning software. 4000-4999: Books And Supplies Title III 250</p>	<p>supplemental supplies for EL students since all students were provided new headphones with built-in mics, etc. as part of a district-wide refresh of this equipment. 4000-4999: Books And Supplies District Funded 0</p>
		<p>The principal and assistant principal will pull and analyze Imagine Learning usage reports monthly and follow-up with teachers regarding students who are not meeting usage requirements or making adequate progress according to the program's guidelines and recommendations. None Specified None Specified 0</p>	<p>The principal and assistant principal pulled and analyzed Imagine Learning usage reports only twice and only followed-up with teachers in whole group sessions. None Specified None Specified 0</p>
		<p>Teachers will utilize Imagine Learning will utilize the action area report to target Tier II interventions for students. None Specified None Specified 0</p>	<p>Most teachers utilized Imagine Learning and even fewer utilized the action area report to target Tier II interventions for EL students. However, these same students were added to the "Hawk Time" reading intervention groups and received additional support, but they were not identified through the Imagine Learning program but, rather, using ESGI, i-Ready, and other assessment tools. None Specified None Specified 0</p>
<p>Extended day learning opportunities will be offered to EL students in the 1st - 5th grades that are identified as long term English Learners, needing</p>	<p>Extended day learning opportunities were offered to EL students in the 1st - 5th grades that are identified as long term English Learners, needing</p>	<p>EL extended day learning opportunity teachers will be paid their hourly rate to provide instruction before/after school</p>	<p>EL extended day learning opportunity teachers were provided their hourly rate to provide instruction before/after school</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
language intervention or are currently utilizing the Imagine Learning program.	language intervention or are currently utilizing the Imagine Learning program.	instruction from September 31, 2019 - April 1, 2020. 1000-1999: Certificated Personnel Salaries Title III 800	instruction from September 31, 2022 - March 31st, 2023 but they were paid for using LCAP related funding. 1000-1999: Certificated Personnel Salaries LCFF 2,452
Increase EL Parent/Guardian participation and access to support in order to increase the achievement of English learners.	Increased EL Parent/Guardian participation and access to support in order to increase the achievement of English learners.	Ensure EL classroom supplies and materials are purchased, as needed, for the supplemental EL Extended Day. These supplies may include but are not limited to: copy paper, chart paper, markers, pencils, lined paper, and lamination. 4000-4999: Books And Supplies Unrestricted 200	Ensured EL classroom supplies and materials were purchased for the supplemental EL Extended Day Learning. These supplies may include but are not limited to: copy paper, chart paper, markers, pencils, lined paper, and lamination.
		The assistant principal will hold regular ELAC Meetings. None Specified None Specified 0	The assistant principal facilitated regular ELAC Meetings. None Specified None Specified 0
		English classes will be offered at our site in the evenings to parents through the local community college. None Specified None Specified 0	English classes were offered at our site in the evenings to parents through the local community college. None Specified None Specified 0
		Compensate bilingual aides who support the parents/guardians attending the evening English Classes held at our school (EL family support). 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,108	Compensated bilingual aides who supported the parents/guardians attending the evening English Classes held at our school (EL family support) and other activities that support ELs and their families. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,108
English Learner Family Night(s)- Teacher Hourly Rate to plan and	English Learner Family Night(s)- Teacher Hourly Rate was not needed		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		facilitate this event. 2000-2999: Classified Personnel Salaries Title III 500	since this event did not take place this school year. 2000-2999: Classified Personnel Salaries Title III 500
		English Learner Family Night(s)- Supplies and materials for parents (e.g. informational/instructional materials, etc.) 4000-4999: Books And Supplies Title III 200	English Learner Family Night(s)- Supplies and materials for parents (e.g. informational/instructional materials, etc.) were purchased using these funds to support EL students and families, however an official evening event was not held second semester as originally planned. 4000-4999: Books And Supplies Title III 30
Provide funding to pay for at least two staff members (teacher + instructional leader) to attend the California Association for Bilingual Educators (CABE) in order to help ensure our school site personnel have access to the latest research-based evidence and best practices related to the support of English Learners.	Provided funding to pay for three staff members (two teachers plus an instructional leader) to attend the California Association for Bilingual Educators (CABE) in order to help ensure our school site personnel have access to the latest research-based evidence and best practices related to the support of English Learners.	Funding to support staff and leaders to attend the annual CABE conference in order to bring back helpful, up-to-date research-based information and best practices to use to support our English Learners. 5800: Professional/Consulting Services And Operating Expenditures Title III 2,659	Funding was provided to support staff and leaders to attend the annual CABE conference in order to bring back helpful, up-to-date research-based information and best practices to use to support our English Learners. 5800: Professional/Consulting Services And Operating Expenditures Title III 2,427

Analysis

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

English Learners (ELs) at our school received comprehensive and targeted support through various means. First and foremost, the collaborative efforts of AVID and our Professional Learning Community (PLC) teams ensured that all students, including ELs, benefited from first-rate instruction tailored to their individual needs. This included personalized goal setting accompanied by frequent small group and one-on-one interventions throughout the week, all aligned with their specific learning objectives.

In addition, our school adopted a school-wide focus on AVID's WICOR approach, emphasizing writing, inquiry, collaboration, organization, and close reading. ELs, like all students, were expected to actively engage in writing tasks, with their work proudly showcased on classroom walls.

Moreover, the implementation of "Hawk Time" proved highly beneficial for ELs who were significantly behind in their reading skills. This dedicated intervention period provided focused reading support to these students four days a week,

with two sessions each day as part of rotating interventions. As a result, these students received targeted language development and reading intervention on at least ten occasions per week.

To ensure close monitoring of ELs' progress, teachers, administrators, and the site-based instructional coach collectively tracked their advancements. This involved utilizing not only i-Ready assessments but also incorporating new reading measures such as ESGI. Thanks to the implementation of the "Hawk Time" intervention system, which we introduced this academic year, there were enhanced monitoring practices in place to closely monitor ELs' progress and adjust instructional approaches accordingly.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our diligent efforts in providing targeted support to English Learners yielded promising results, as evidenced by various metrics. Notably, a significant number of students identified as English learners demonstrated remarkable progress towards meeting their i-Ready growth goals, with nearly five times more students achieving this milestone compared to the previous year. Furthermore, a comprehensive analysis of i-Ready reading scores revealed a notable decrease of approximately half in the number of students who were two or more years behind grade level. These data points underscore the remarkable acceleration of learning experienced by our English Learners, a testament to the concerted dedication of our staff and community.

Nevertheless, it is important to acknowledge that substantial gaps persist for our English Learners in terms of attaining learning standards, developing foundational reading skills, and effectively tackling complex learning tasks. This is particularly pronounced in the field of mathematics, where progress did not exhibit the same magnitude as that observed in ELA/reading scores. Therefore, it is imperative that we prioritize math instruction as a key focal point for the upcoming school year. By addressing these areas of concern and providing targeted support, we are committed to ensuring the holistic academic growth and success of our English Learners.

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

Discrepancies arose between our intended implementation of English Learner (EL) supports and the actual execution, encompassing several key aspects. Firstly, we encountered challenges in enrolling a sufficient number of EL students in before and after-school Extended Learning Opportunities and tutoring programs. Furthermore, despite witnessing positive outcomes in specific classrooms and for certain students, we did not fully implement and utilize the Imagine Learning software as originally intended.

Another notable disparity was the discrepancy in prioritizing designated English Language Development (ELD) instruction in mathematics and other content areas. Regrettably, it became evident that ELD in these subjects received considerably less emphasis in most classrooms compared to reading and language development in English Language Arts (ELA) and more generally across the curriculum.

Moreover, our level of engagement with the English Learner community fell short of our intended plans. Although there was an increase in attendance at parent/guardian workshops compared to the previous year, it did not reach the anticipated level of involvement.

These variations between our intended strategies and the actual implementation highlight areas where improvements are needed. Addressing these discrepancies will be crucial in enhancing the support and educational experiences provided to our English Learner students in the future.

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.

In order to address our goals effectively, it is evident that significant adjustments need to be made. One key aspect will involve reinstating a strong emphasis on designated and integrated English Language Development (ELD) instruction. This will ensure that our interventions, such as "Hawk Time" and other initiatives, adopt a more comprehensive approach that encompasses not only reading and English Language Arts (ELA), but also content-specific language development across various subject areas.

Additionally, we recognize the imperative to forge new and innovative avenues for engaging the parents and guardians of our English Learners. Building upon the successes achieved through the Parent/Guardian Engagement Workshops led by the counselor and principal this year, we aim to further strengthen these connections. Furthermore, we acknowledge the necessity of intensifying our outreach efforts related to the EL Extended Learning Opportunities,

ensuring that comprehensive information reaches all relevant stakeholders. Exploring the utilization of tools like Imagine Learning or other EL-focused software presents an opportunity to provide enhanced support to our English Learners, facilitating individualized learning experiences and ample opportunities to practice and refine their language skills.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

During the 2022-23 school year we will improve the overall student attendance rate with a specific focus on our chronic absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	During 2022-23 we will reach an overall student attendance rate of 95% or higher.	During 2022-23 we achieved an overall student attendance rate of 91%. Our actual student attendance rate is 4% lower than our goal.
Number of Chronically Absent	During 2022-23, we plan to decrease the percentage of students designated as chronically absent to 14% or less.	During 2022-23, we planned to decrease the percentage of students designated as chronically absent to 14% or less. By the end of the school year, over 36.3% of students were deemed chronically absent which is significantly higher than our desired goal.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enact policies and actions aimed at increasing student attendance in order to help support and improve positive outcomes.	Policies and actions aimed at increasing student attendance in order to help support and improve positive outcomes were enacted throughout the school year.	Conduct SART, SARB and SST meetings, Counseling groups, use all district and site communication tools, and involve county agencies as needed. None Specified None Specified 0	Conducted SART, SARB and SST meetings, counseling groups and workshops, provided special student programs, used all district and site communication tools, and involved county agencies as needed. None Specified None Specified 0
		Assistant Principal and Principal will analyze the "Attention to Attendance" reports provided by the A2A program to help identify	Assistant Principal and Principal analyzed the "Attention to Attendance" reports provided by the A2A program to help identify

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>chronically absent and truant students. None Specified None Specified 0</p>	<p>chronically absent and truant students and then shared the data with teams and committees to create action steps (i.e. concerted messaging, one-on-one meetings, etc.). None Specified None Specified 0</p>
		<p>Students who are chronically absence or truant will receive intervention and supports including an assigned a mentor in an effort to increase attendance. None Specified None Specified 0</p>	<p>Students who were chronically absence or truant received intervention and supports including an assigned a mentor in an effort to increase attendance, as well as entrance into small group counseling with the school counselor. None Specified None Specified 0</p>
		<p>School Counselor to provide guidance lessons school wide which focus on attendance and attendance-related information and skills. None Specified None Specified 0</p>	<p>The School Counselor provided guidance lessons school wide which focused on attendance and attendance-related information and skills. None Specified None Specified 0</p>
		<p>Site administration will increase messaging and overall communication via Parent Square (which includes email, phone, and SMS/text message) as well as via social media outlets regarding the importance of attendance as well as to provide more information and ideas to support parents/guardians to help ensure positive student attendance. None Specified None Specified 0</p>	<p>Site administration increased messaging and overall communication via Parent Square (which includes email, phone, and SMS/text message) as well as via social media outlets regarding the importance of attendance, as well as to provide information and ideas to support parents/guardians to help ensure positive student attendance. Messages were sent not only to the school community, but to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			specific parents/guardians to help None Specified None Specified 0
		Site administration and the counselor will utilize the resources from Attention 2 Attendance (A2A), from the Attendance Works website, and from the county office in order to provide support to parents/guardians and students who are struggling with attendance. None Specified None Specified 0	Site administration and the counselor utilized the resources on Attention 2 Attendance, the Attendance Works website, and from other sources including the county office, to provide support to parents/guardians and students who are struggling with attendance. None Specified None Specified 0
Teachers will collaborate bi-monthly to discuss strategies to assist students with high tardy, absentee, and truancy rates.	Teachers collaborated formally on a bi-monthly basis to discuss strategies to assist students with high tardy, absentee, and truancy rates.	Teachers will review classroom attendance data from Aeries and other sources to analyze and discuss strategies to assist students and support student achievement. None Specified None Specified 0	Teachers reviewed classroom attendance data from Aeries and other sources to analyze and discuss strategies to assist students and support student achievement. None Specified None Specified 0
		The attendance clerk will call absent students on a daily basis to confirm reason for absences and to clear absences whenever possible. None Specified None Specified 0	The attendance clerk called absence students on a daily basis to confirm reason for absences and to clear absences whenever possible. None Specified None Specified 0
		Students arriving tardy to school will need to provide a reason to the attendance clerk or school secretary which will be recorded under the student comments section in the district provided student information system. None Specified None Specified 0	Students arriving tardy to school were required to provide a reason to the attendance clerk or school secretary which will be recorded under the student comments section in the district provided student information system. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Parents/guardians requesting to pick up their child early from school will need to provide a reason for early release which will be recorded in the student information system for reference. None Specified None Specified 0</p>	<p>Parents/guardians who requested to pick up their child early from school were required to provide a reason for early release which was then recorded in the student information system for reference. None Specified None Specified 0</p>
		<p>Assistant Principal will reach out to the parents/guardians of students who have been absent two or more days in a row and whose absences have not been cleared. None Specified None Specified 0</p>	<p>Assistant Principal reached out to the parents/guardians of students who were absent for two or more days in a row and whose absences had not been cleared. None Specified None Specified 0</p>
		<p>The site administrative team will work with Pupil Services to develop a plan to monitor students with more than 14 absent days and will communicate the expectation that parents/guardians must present a doctor's note upon return to school. None Specified None Specified 0</p>	<p>The site administrative team worked with Pupil Services to develop a plan to monitor students with more than 14 absent days and communicated the attendance expectation which is that parents/guardians must present a doctor's note upon return to school to clear the absences and/or consult with one of the school administrators regarding the attendance concerns and possible solution. None Specified None Specified 0</p>
<p>STEAM Saturday School will be offered twice during the school year to students with absences to make -up lost instructional time and recover loss of ADA.</p>	<p>Saturday School was offered twice during the school year to students with absences to make - up lost instructional time and recover loss of ADA.</p>	<p>Students who have excessive absences will be invited to attend Saturday school throughout the school year None Specified None Specified 0</p>	<p>Students who had excessive absences were invited to attend Saturday school twice during the school year. None Specified None Specified 0</p>
		<p>Extended Learning Opportunity Teacher teach STEAM curriculum</p>	<p>An Extended Learning Opportunity Teacher did not teach STEAM</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		for Saturday school. None Specified None Specified 0	curriculum for Saturday school. None Specified None Specified 0
Students with positive and improved attendance will be recognized.	Students with positive and improved attendance were recognized.	Saturday School Teachers will be paid their hourly wage to attend STEAM curriculum trainings. 1000-1999: Certificated Personnel Salaries District Funded 2,500	Saturday School Teachers were not paid their hourly wage to attend STEAM curriculum trainings. 1000-1999: Certificated Personnel Salaries District Funded 0
Site will promote Attendance Challenge Days throughout the year scheduled on poorest attendance days from the 2019-20 school year.	Our school counselor continued to send out weekly attendance updates to teachers and celebrate those with 10 days of perfect attendance.	Students who have perfect attendance at the end of the month with no days missed, no tardies, and no early pick-ups will be receive incentives to help promote and encourage positive attendance and related habits. 0000: Unrestricted Unrestricted 400	Students who had perfect attendance at the end of the month with no days missed, no tardies, and no early pick-ups received incentives to help promote and encourage positive attendance and related habits. 0000: Unrestricted Unrestricted 350
		Our school counselor will continue to send out weekly attendance updates to teachers and celebrate those with 10 days of perfect attendance. None Specified None Specified 0	Our school counselor continued to send out weekly attendance updates to teachers and celebrate those with 10 days of perfect attendance. None Specified None Specified 0
		Site administration will publicized Attendance Challenge Days with families, students, and staff using Attendance Challenge Day banners and social media on days with an historically high percentage rate of absenteeism. None Specified None Specified 0	Site administration promoted some Attendance Challenge Days with families, students, and staff using electronic messaging and social media on days with an historically high percentage rate of absenteeism. None Specified None Specified 0
		Attendance Challenge Day banners will be hung up at the front of campus to publicize Attendance Challenge	Attendance Challenge Day banners were not hung up in front of the campus to publicize Attendance Challenge

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Days for the school community. None Specified None Specified 0	Days for the school community. None Specified None Specified 0
Support and increase school-to-home communication in order to encourage positive attendance and increase motivation and support for students by better informing parents/guardians about school and class programs and activities.	Supported and increased school-to-home communication in order to encourage positive attendance and increase motivation and support for students by better informing parents/guardians about school and class programs and activities.	Support and increase school-to-home communication in order to encourage positive attendance and increase motivation and support for students by better informing parents/guardians about school and class programs and activities. None Specified None Specified 0	Support and increase school-to-home communication in order to encourage positive attendance and increase motivation and support for students by better informing parents/guardians about school and class programs and activities. None Specified None Specified 0
Ensure all students have access to engaging and relevant science-related activities and curricula including supplemental materials and learning experiences to increase student engagement and interest.	Ensure all students have access to engaging and relevant science-related activities and curricula including supplemental materials and learning experiences to increase student engagement and interest.	These funds will be used to pay the hourly rate of staff to organize, re-order, distribute, and support the NGSS-related STEAM science instructional kits. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 800	Some funds were used to pay the hourly rate of staff to organize, re-order, distribute, and support the NGSS-related STEAM science instructional kits. 2000-2999: Classified Personnel Salaries LCFF 784.38

Analysis

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

Throughout the 2022-23 academic year, the leadership team, counselor, and staff at HVES dedicated their efforts to effectively communicate the significance of regular school attendance and punctuality. This critical information was shared prior to the commencement of the school year, during the Back-to-School Night event, and continuously throughout the year.

However, as we did not observe substantial improvements solely through the utilization of "attendance banners" and similar initiatives, we modified our approach. We placed increased emphasis on classroom teachers actively monitoring attendance and proactively reaching out to families via Parent Square, which includes SMS/text messaging capabilities. Moreover, we implemented grassroots efforts to convey the message that poor attendance results in missed educational and social opportunities.

In addition to these measures, our ongoing and multifaceted efforts included the use of Attention 2 Attendance auto-generated letters. We also established collaborative teams comprising attendance and Student Support Team (SST) members, who worked together to identify students facing attendance challenges. Through increased team-based support, we proactively engaged with and supported parents/guardians of students struggling with attendance issues.

By employing these strategies, our commitment to addressing attendance concerns remained consistent throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The efforts made by the Attendance Team to improve attendance have yielded positive outcomes for students who were relatively close to achieving the school-wide attendance goal of 95%. These students showed improvement in their attendance, indicating that targeted interventions and support measures have been effective in motivating them to attend school more regularly. This suggests that students who were initially closer to the attendance goal were more responsive to the strategies implemented by the team.

On the other hand, students who fell well below the attendance goal, with an attendance rate of 90% or lower, presented a significant challenge for the Attendance Team. Despite their dedicated efforts, these students' attendance rates remained consistently low for the most part. This observation implies that the existing strategies and interventions may not have been adequate in addressing the underlying causes of chronic absenteeism among this specific group of students. Although the SST system played a role in supporting students with attendance issues, its effectiveness was constrained by limited time and resources. The attendance improvement system at HVES, involving the SST and Attendance Team, aimed to provide personalized assistance to students, but it fell short in reaching all students identified as chronically absent, especially those with attendance rates at or below 85%. Insufficient time and resources likely impeded the team's ability to provide individualized attention and support to every student in need. Additionally, not all staff members fully engaged in regularly reaching out to families and scheduling Parent-Teacher conferences to discuss attendance as part of the Tier I attendance support initiative.

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

While we successfully implemented several key strategies to improve student attendance, there were certain steps outlined in the SPSA plan that we did not fully execute. Firstly, we were unable to organize all of the Attendance Day Challenges as initially intended. However, we did carry out the majority of these challenges, focusing on periods when our historical attendance rates were at their lowest.

Secondly, we made the decision not to display banners or signs, as we found that this approach had not yielded significant improvements in attendance in the past. In fact, it may have had a demotivating effect by highlighting the issue of poor attendance and inadvertently suggesting that attendance struggles were common among students.

Moreover, there were disagreements among staff members and teams regarding the Tier I efforts, which included making phone calls, sending direct text messages via Parent Square to parents/guardians, and arranging parent-teacher conferences more regularly to address attendance challenges.

Additionally, the administration faced challenges in prioritizing attendance meetings for all students, except for those with the most severe attendance issues. Given limited resources and time constraints, it was difficult to conduct individual meetings for every student.

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.

It is paramount for us to reassess our entire attendance improvement strategy and implement new systems that empower teachers, who play a crucial role in education, especially since they have the biggest impact at the classroom or "Tier I" level, to engage in meaningful and direct conversations with parents and guardians regarding their child's attendance. Additionally, we need to ensure consistent presence and active involvement of our attendance team in providing support to staff members, fostering discussions on best practices for enhancing attendance, and facilitating their implementation. We should also ensure the regular involvement of the attendance team in staff meetings and foster ongoing discussions to identify and implement best practices for improving attendance at the classroom level.

While we successfully carried out the major steps outlined in our SPSA plan to promote positive attendance, there were certain areas that we overlooked. Specifically, we need to address the lack of parent/guardian engagement in their child's educational plan and the absence of more serious consequences (e.g., SARB) for students with severe attendance records. In light of these deficiencies, it is imperative that we reevaluate our attendance improvement plan and incorporate measures that facilitate more meaningful engagement between teachers and parents/guardians.

By prioritizing these actions, we can enhance the effectiveness of our attendance improvement efforts and create a stronger foundation for student success.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Provide a physically and emotionally safe learning environment and decrease our suspension rate and promote positive academic, social, and emotional outcomes for students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of Suspensions	During the 2022-23 school year we expect all students to return to in person instruction and foresee challenges, therefore we have set the goal of suspending 1% or fewer of all students.	During the 2022-23 school year 3% of students experienced one or more day of suspension. We met this goal.
Facilities	In 2022-23, our facilities upkeep rate as reported by 4th and 5th students will increase to 75%.	NEEDS TO BE UPDATED WITH LATEST DATA: In 2022-23, our facilities upkeep rate as reported by 4th and 5th students was 57%, 18% less than our goal of 75%.
CHKS School Engagement	In 2022-23, our meaningful participation rate as reported by 4th and 5th students will increase to 65%.	In 2022-23, our meaningful participation rate as reported by 4th and 5th students was 29%, 36% lower than our goal of 65%.
CHKS Safety	In 2022-23, we expect to maintain the percentage (85%) of students who report feeling safe at school.	In 2022-23, we expected to maintain the percentage (85%) of students who report feeling safe at school which we did not with 72% of students report they feel safe on campus.
CHKS Disciplinary Rate	In 2022-23 our goal is to decrease the percentage of students reporting on school safety toward them to 30% or less.	This year 72% of 4th and 5th grade students reported not feeling safe at school which means we did not meet our stated goal.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure full implementation of PBIS in their classrooms and school-wide.	Ensured full implementation of PBIS in their classrooms and school-wide.	Conduct Positive Behavior Interventions and Support (PBIS), the Olweus Bullying Prevention program, and Character Counts professional development workshops	Conducted Positive Behavior Interventions and Support (PBIS), the Olweus Bullying Prevention program, and Character Counts professional development workshops

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		for all staff members throughout the 2022-23 school year. None Specified None Specified 0	for all staff members throughout the 2022-23 school year. None Specified None Specified 0
		Ensure all teachers have PBIS expectation signs posted and use them in their classrooms to teach weekly social-emotional lessons with specific skills being modeled and reviewed. None Specified None Specified 0	Ensured all teachers had PBIS expectation signs posted and use them in their classrooms to teach weekly social-emotional lessons with specific skills being modeled and reviewed. None Specified None Specified 0
		All staff members will receive a staff handbook with behavior intervention resources. None Specified None Specified 0	All staff members received a digital copy of the staff handbook with behavior intervention resources related to the Character Counts, Olweus, and other related student-centered programs. None Specified None Specified 0
		Lesson materials from the school counselor will be provided in order to ensure all staff have access to school-wide lessons related to social skills. None Specified None Specified 0	Lesson materials from the school counselor were provided in order to ensure all staff had access to school-wide lessons related to social skills. None Specified None Specified 0
Full implementation of the "Character Counts" program and a restorative justice approach to school-wide student support and discipline.	Fully implemented the "Character Counts" program and a restorative justice approach to school-wide student support and discipline.	The School Engagement Leadership Team will meet monthly to discuss the implementation of and improve upon the implementation of the Character Counts program. None Specified None Specified 0	The School Engagement Leadership Team met monthly with the school counselor to discuss the implementation of and improve upon the implementation of the Character Counts program. None Specified None Specified 0
		Teachers and counselor will integrate "Character Counts" trait lessons, videos, and songs into Google Classroom and other instructional	Teachers and the school counselor integrated "Character Counts" trait lessons, videos, and songs into Google Classroom and other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		delivery tools. None Specified None Specified 0	instructional delivery tools. None Specified None Specified 0
		Students who demonstrate the monthly character trait will be recognized at the monthly school-wide flag salute with a character counts bracelet. 0000: Unrestricted Unrestricted 350	Students who demonstrated the monthly character trait were recognized at the monthly school-wide flag salute and awards assembly, and they received a Character Counts bracelet. 0000: Unrestricted Unrestricted
		Provide ongoing professional learning experiences and information related to restorative justice research and best practices in order to focus on teaching and supporting positive behavior by focusing on holistic student support practices that include therapy, making reparations towards victims, family support, and promoting positive mental health. None Specified None Specified 0	Provided ongoing professional learning experiences and information related to restorative justice research and best practices in order to focus on teaching and supporting positive behavior by focusing on holistic student support practices that include therapy, making reparations towards victims, family support, and promoting positive mental health. None Specified None Specified 0
Create a warm, friendly, school environment that is student-centered and focused on increasing positive relationships between students, students and staff, staff members, and the learning community at large (to include parents/guardians and families) and that provides accessibility to all resources and supports.	Created a warm, friendly, school environment that was student-centered and focused on increasing positive relationships between students, students and staff, staff members, and the learning community at large (to include parents/guardians and families) and that provided accessibility to all resources and supports.	Facilitate and maintain a variety of preventative measures including the "Hawks Nest" to be utilized as a reward for positive behavior, to assist students experiencing emotional/behavior incidents, and to encourage positive interactions between students. 0000: Unrestricted Unrestricted 450	Facilitated and maintained a variety of preventative measures including the "Hawks Nest" that was utilized as a reward for positive behavior, to assist students experiencing emotional/behavior incidents, and to encourage positive interactions between students. 0000: Unrestricted Unrestricted 450
		Students with frequent behaviors will be placed on a proactive behavior	Students with frequent behaviors were placed on a proactive behavior

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		contract and a parent conference will be held. None Specified None Specified 0	contract and a parent conference was held. None Specified None Specified 0
		Employee stipends/compensation will be provided to support the creation and facilitation of extra-curricular clubs, events, and activities in order to ensure support and to increase student engagement and the social-emotional health of students. These funds will pay for stipends for staff to provide service outside of the school day to support the efforts of engaging more students with the school culture and their peers. 1000-1999: Certificated Personnel Salaries Title I 6,500	Employee stipends/compensation were provided to support the creation and facilitation of extra-curricular clubs, events, and activities in order to ensure support and to increase student engagement and the social-emotional health of students. These funds paid for stipends for staff to provide service outside of the school day to support the efforts of engaging more students with the school culture and their peers. 1000-1999: Certificated Personnel Salaries Title I 4,100
		Materials to support the creation and facilitation of extra-curricular clubs, events, and activities to support student engagement and SEL health of students will be purchased. These funds will pay for the materials needed to provide these additional extra-curricular opportunities. 4000-4999: Books And Supplies Title I 3,000	Materials were purchased to support the creation and facilitation of extra-curricular clubs, events, and activities to support student engagement and SEL health of students. These funds paid for the materials needed to provide these additional extra-curricular opportunities. 4000-4999: Books And Supplies Title I 850
Students will be introduced to career and college options to inspire and engage them in school and the learning process.	Students were introduced to career and college options to inspire and engage them in school and the learning process.	A student-centered, hands-on "Career and College Day" will be planned and facilitated for all students. 0000: Unrestricted Unrestricted 400	A student-centered, hands-on "Career and College Day" was planned and facilitated for all students. 0000: Unrestricted Unrestricted 400
Increase communication with parents and parent	Increased communication with parents and parent	Every student will receive a Wednesday	Every student received a Wednesday

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
involvement within our school.	involvement within our school.	communication folder to take home weekly class and which will be used to share classroom and school updates. 4000-4999: Books And Supplies Title I 950	communication folder to take home weekly class and which was used to share classroom and school updates. 4000-4999: Books And Supplies Title I 950
		Every student/family will receive a variety of print resources for reference and other supplemental support materials including but not limited to a Student-Parent Handbook which includes a calendar of yearly events, important dates, school rules, and other pertinent information as well as additional materials and print information to support this goal. 4000-4999: Books And Supplies Title I 2,065	Every student/family received a variety of print resources for reference and other supplemental support materials including but not limited to a Student-Parent Handbook which includes a calendar of yearly events, important dates, school rules, and other pertinent information as well as additional materials and print information to support this goal. 4000-4999: Books And Supplies Title I 2,880
		Our school's Parent Square homepage, school website and other social media and communication tools (e.g. Facebook, Twitter, etc.) will be updated regularly to show new and current information about all pertinent school-related matters. None Specified None Specified 0	Our school's Parent Square homepage, school website and other social media and communication tools (e.g. Facebook, Twitter, etc.) were updated regularly to show new and current information about all school-related matters. None Specified None Specified 0
		The Parent Square School Messenger system will be utilized to send out reminders of important events happening at the school. None Specified None Specified 0	The Parent Square School Messenger system was utilized to send out reminders of important events happening at the school. None Specified None Specified 0
		We will purchase all necessary student organizational supplies related to the AVID	We purchased all necessary student organizational supplies related to the AVID
Implement AVID Elementary in grades K - 5 to increase student organization and school wide focus to prepare	Implemented the AVID Elementary program in grades K - 5 to increase student organization and school wide focus to		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students for college and career.	prepare students for college and career.	<p>program to include: Agendas, binders, folders, writing supplies, etc. This cost includes the kindergarten's "Niki's Folders" as well as all other student-related supplies connected to AVID. Additionally, students in grades 3 - 5 will be supplied with suggested AVID organizational supplies to including but not limited to: 3-inch binders, pencil pouches, subject dividers, page protectors, highlighters, pencils, and spiral notebooks. sed 4000-4999: Books And Supplies Title I 5,389.00</p>	<p>program including: Agendas, binders, folders, writing supplies, etc. This included the cost of kindergarten's "Niki's Folders" as well as all other student-related supplies connected to AVID. Additionally, students in grades 3 - 5 will be supplied with suggested AVID organizational supplies to including but not limited to: 3-inch binders, pencil pouches, subject dividers, page protectors, highlighters, pencils, and spiral notebooks. sed 4000-4999: Books And Supplies Title I 5,389</p>
		<p>Parent education regarding AVID will be provided at HAWK Talk meetings throughout the 2022-23 school year and at Back to School Night in August 2023. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0</p>	<p>Parent education regarding AVID was provided at "Pastries with the Principal" meetings throughout the 2022-23 school year and at Back to School Night in August 2023. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0</p>
		<p>Teachers and leadership members will attend the necessary AVID-related professional learning workshops and conferences, including the annual Summer AVID Institute ("Summer AI") to receive updates and professional learning. Additional funding may be required for other AVID related professional learning workshops, etc. 5800: Professional/Consulting Services And Operating</p>	<p>Teachers and leadership members attended the necessary AVID-related professional learning workshops and conferences, including the annual Summer AVID Institute ("Summer AI") in order to receive updates and professional learning. 5800: Professional/Consulting Services And Operating Expenditures Title I 13,067</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title I 13,095.00	
Ensure high-quality, common core based hands-on activities and lessons are made available and are facilitated by trained staff.	Ensured high-quality, common core based hands-on activities and lessons were made available and were facilitated by trained staff members.	Teachers use their district-provided PLC and planning time to plan and use the STEM-related materials made available to them in our library to support NGSS-aligned science curriculum and learning activities. None Specified None Specified 0	Teachers used their district-provided PLC and planning time to plan and use the STEM-related materials made available to them in our library to support NGSS-aligned science curriculum and learning activities. None Specified None Specified 0
Ensure all students have access to engaging extracurricular activities including off campus "field trips" as well as on campus special events tied to their learning and personal development.	Ensured all students had access to engaging extracurricular activities including off campus "field trips" as well as on campus special events tied to their learning and personal development.	Provide supplemental funds to allow all students to attend an academically oriented field trip. Due to the lack of fundraising opportunities due to the pandemic, additional funds will be needed to be able to ensure each grade-level can choose the field trip of their choice. These funds will largely be used to provide transportation for students. LCAP feedback strongly suggests that our community prefers students attend off-campus field trips with a focus on learning about science, nature, and/or culture. 5000-5999: Services And Other Operating Expenditures Title I 5,500	Provided supplemental funds to allow all students to attend an academically oriented field trips. Due to the lack of fundraising opportunities due to the pandemic, additional funds were needed to be able to ensure each grade-level could choose the field trip of their choice. These funds were largely used to provide transportation for students. LCAP feedback strongly suggested that our community prefers students attend off-campus field trips with a focus on learning about science, nature, and/or culture. 5000-5999: Services And Other Operating Expenditures Title I 5,500

Analysis

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

Throughout the academic year, the school staff diligently implemented various strategies, programs, and best practices to foster a safe environment for all students, addressing their academic and social-emotional well-being. Spearheaded by the school counselor and administration, in collaboration with the teacher leadership team, efforts were made to ensure that every classroom incorporated the "Character Counts" program. This involved delivering at least one formal character-focused lesson per month to all students.

Furthermore, the AVID program played a crucial role by establishing school-wide expectations and norms that extended beyond academic pursuits. It encompassed aspects of student organization, communication, and overall engagement with peers and staff members.

In addition to these initiatives, teachers and support staff facilitated various forms of student engagement. This included large group classroom sessions known as "Restorative Circles," as well as smaller group and one-on-one support, all aimed at upholding school-wide learning and behavioral expectations. Moreover, several systems were implemented to prevent negative student behaviors, emphasizing the promotion of positive conduct. An example of an extracurricular activity that effectively served our AVID-related objectives while fostering school unity and involving parents/guardians was the "College and Career Day." This engaging and academically-focused event helped to promote a sense of well-being and acceptance among students and the wider community.

By ensuring a physically safe and accessible campus and implementing programs that reinforced academic and social-emotional health, a climate of acceptance and well-being was established for students and the community at large.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While considerable efforts were made to maintain a positive learning environment and the safety of our school community, there were instances where certain initiatives fell short of their intended goals or were not fully implemented. One notable example is our inability to achieve the targeted student suspension reduction goal we set. This was primarily due to challenges faced by certain groups of students, particularly younger students and those in higher grades, who struggled to reintegrate into the full swing of school following years of disrupted learning.

Furthermore, our campus is currently undergoing extensive renovations, presenting additional hurdles in maintaining consistent routines and rules outdoors. Numerous changes have been necessary, causing some disruptions in our established systems.

Moreover, the turnover in staff and leadership, resulting from retirements and transfers, had a negative impact on our capacity to enhance efficiency in student discipline support. These changes hindered our ability to make the desired improvements in this area.

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

We did not fully utilize all the allocated resources initially intended for facilitating extracurricular learning experiences such as clubs and sports. However, we are actively engaged in expanding and enhancing these programs and opportunities. As a result, we anticipate utilizing the entire allocated funds next year as these initiatives continue to evolve and grow.

Another discrepancy between the planned expenditures and actual activities lies in the increased expenditure on printing materials for distribution to students' families. This includes printing report cards, as a substantial number of our staff and families requested printed reports to ensure effective communication with all educational stakeholders. Consequently, a greater portion of our budget was allocated to meet this need for clear communication.

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

For the upcoming school year of 2023-24, we anticipate gaining access to the newly constructed classroom spaces. Consequently, one of our primary objectives is to establish and implement updated routines and best practices specifically tailored to recess and other unstructured periods. This undertaking aims to prioritize student safety and foster their overall well-being both inside and outside the classroom.

Furthermore, we have devised plans to expand and enhance the range of extracurricular opportunities available to our students and the wider school community. This includes diversifying clubs and organizing evening events to enrich their educational experiences.

Moreover, as part of our annual site safety update, we intend to thoroughly reevaluate all aspects related to school safety. We will actively seek input from all stakeholders to ensure that our high expectations at Harvest Valley regarding accident prevention and behavior management systems and routines are well understood by students, staff, and community members alike.

Lastly, given the significant achievements and improvements we have accomplished in academics, school facilities, and student behavior, we aspire to be more proactive in sharing positive news and events involving our students and staff members. By doing so, we aim to celebrate and highlight the successes within our school community.

In summary, our key focuses for the upcoming academic year encompass implementing updated routines for unstructured times, expanding extracurricular opportunities, ensuring school safety through collaboration, and actively promoting the positive accomplishments of our students and staff.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Language Arts Achievement

Goal Statement

By June 2024, 55% of students will meet their iReady Reading Typical growth goal, as reflected on the iReady Reading Diagnostic 3.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-2024 school year, Harvest Valley will increase student achievement in reading and writing by setting personalized goals and engaging in continuous monitoring of student academic data to inform instructional practices.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English Language Arts	On the 2022-23 CAASPP students' ELA scale score was 2414.	By June 2024, students will have an overall scale score of 2424 a 10 point increase.
i-Ready Reading Diagnostic	At the beginning of the year, 13% of students in grades K - 5 met or exceeded standards according to the beginning of the year diagnostic in i-Ready.	55% of students in grades K-5 will perform at or above grade level.
iReady Reading Lesson Pass Rate	During the 2022-23 school year, our i-Ready reading lesson pass rate increased to 80% or higher by the end of the year.	During the 2022-23 school year, we will maintain our iReady reading lesson pass rate at 80% or higher.
CAASPP ELA Scale Score Goals by Grade Level	Our 2022-23 CAASPP scale score data for grades 3-5 is: Third: 2383 Fourth: 2414 Fifth: 2447	By June 2024, our CAASPP scale score data for grades 3-5 will be at minimum: Third: 2398 Fourth: 2429 Fifth: 2462
Students with Disabilities on CAASPP	Our 2022-23 ELA CAASPP data for SWD is 15%.	By June 2024, SWD will score 18% on ELA CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Identify struggling readers by administering i-Ready reading diagnostic assessments three times a year in order to target reading intervention and acceleration based on individual student needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

August of 2023 to June 2024

Person(s) Responsible

Classroom Teachers
Principal
Assistant Principal
Instructional Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Collect and analyze i-Ready Reading diagnostic and growth monitoring data; identify students at each grade level for reading interventions and/or their specific learning needs.
Amount	0
Source	None Specified
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Ongoing Progress Monitoring each trimester during PLC and professional development meetings and workshops.

Strategy/Activity 2

Professional Consulting Services

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Extended Day Coordinator
Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	These funds will be used to support our site priorities of best, first instruction and universal design for learning in order to increase student achievement.

Strategy/Activity 3

Ensure full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principals
Assistant Principals
Teachers
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Purchase district approved curriculum to enable teachers to fully implement the approved Units of Study and the associated curricula.

Amount	0.00
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries

Description Provide two, two-hour sessions after school for teachers to work in grade-level teams on vertical articulation including aligning power standards, literacy and language development common practices, and SEL approaches in order to better support student development across grade-levels during teacher release time on Wednesday afternoons.

Amount	0.00
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	During Wednesday early release, volunteer teacher committees composed of mixed-grade teachers to address issues and create action plans for the following four

topics/initiatives: Parent & Family Engagement, AVID, Writing/Language Development (e.g. OG), and Navigating Differences (“Cultural Proficiency”).

Amount 0

Source None Specified

Budget Reference 4000-4999: Books And Supplies

Description Scholastic Magazine subscription and additional inserts to address writing and language arts for every student.

Amount 4,223

Source Title I

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description To pay for teachers to attend conferences off-site.

Amount 0

Source Title I

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description Contract with RCOE or other instructional literacy expert/consultant to provide two (2) after-school workshops related to student achievement in literacy. This is part of our initiative to focus on “Acceleration, Not Remediation.”

Amount 8,297.50

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description To ensure adequate instructional supplies and materials for supplemental one-on-one and small group interventions to ELA including centers-based instruction, workshop time, and enrichment learning. Associated expenses include reprographic orders, copy paper, and student supplies which include--but are not limited to--construction and other forms of paper, glue, markers, whiteboards, writing utensils, etc.

Amount 510

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description Purchase and provide Language Arts journals for students to create interactive writing journals to use with standards-aligned prompts and learning tasks.

Strategy/Activity 4

Ensure i-Ready, ESGI, and the other literacy/reading assessments are administered according to district timelines.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	To provide teacher release time to administer the various district-wide and site-specific assessment measures such as ESGI and i-Ready Reading diagnostics throughout the 2023-24 school year based on the academic calendar.
Amount	1,435
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teacher cost to provide release time for kinder, first, and second grade teachers to complete one-on-one diagnostic testing. Kinder teachers will receive one sub day. First and Second grade teachers will receive two sub days.

Strategy/Activity 5

Teachers use supplemental technology, software, software licenses and equipment to support supplemental curriculum and learning experiences both synchronous and asynchronous; teachers have adequate materials and appropriate staff development to fully implement new technology and software.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Technology Liaison
Instructional Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Teacher supplies and materials to include but not limited to the following items that are used for the Title I related software and learning programs for students: Adapters Peripherals Headphones
Amount	0.00
Source	District Funded
Budget Reference	None Specified
Amount	25,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Learning software subscriptions and other supplemental support programs and materials related to our MTSS intervention and support model for all content areas, including Learning A-Z & Reading A-Z, Math Reflex, RAZ Kids, Starfall, Mystery Science, ESGI Expansion, Handwriting Without Tears, and other software licenses needed to implement all intervention, enrichment and supplemental activities.

Strategy/Activity 6

Student intervention and collaboration meetings will be facilitated for students who are experiencing difficulties in language arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principals
Assistant Principals
Teachers
SST Team

Proposed Expenditures for this Strategy/Activity

Amount	3,350
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team (SST) meetings will be held on ten days a year (two subs will be provided one for the SST member and one for the classroom teacher) for intervention and collaboration for students not progressing at grade level based on teacher referrals.
Amount	0
Source	LCFF

Budget Reference	None Specified
Description	Tier II reading foundation interventions will be held for all students scoring one or more years below grade level will be facilitated four days per week by the classroom teacher, aides, and other staff who "push in."

Strategy/Activity 7

Teachers will collaborate weekly by grade level during PLC time and utilize shared Google Presentation/Docs to input data and analysis.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principals
 Assistant Principal
 Instructional Coaches
 Consultant from Core Collaborative
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will review results of formative assessment data utilizing Impact Teams protocols to determine instructional needs for individual students.

Strategy/Activity 8

Provide on-going professional development based on staffs needs and district initiatives.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principals
 Assistant Principals
 Instructional Coaches
 Technology
 Coordinator
 Teachers
 Outside Consultants

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Professional development meetings will be held bi-monthly to address the staffs' training needs.

Strategy/Activity 9

Identify and provide resources, information, and workshops/trainings for parents/guardians and families based on their needs as expressed by formal surveys and other means.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Counselor
 SITL
 Teachers
 Outside Consultants

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Parent involvement events will include but are not limited to: Back-to-School Night, "Pastries with the Principal" (six times a year), Family Curriculum Nights, and Open House in addition to other evening, family-centered events.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Our school counselor will provide monthly parenting classes based on parent's learning interests.

Amount	375
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Resources, supplies, etc. for parent/guardian and family involvement events related to literacy to include, but not limited to "Read Across America" and other literacy evening events for the school community.

Amount	917.50
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be compensated hourly rate to assist in the planning and facilitation of family/community networking and educational events including Read Across America and other "family curriculum night" style events.

Strategy/Activity 10

Ensure that all students have access to supplemental instructional materials to support at-risk learners access to grade level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Teachers
 Librarian/Media Tech

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase/update Accelerated Reader books, magazines, and other print materials for the school library to keep our collection of books updated and to continually increase our selection of student non-fiction books, socially and culturally relevant texts, etc.

Strategy/Activity 11

Students will engaged in project based and non-fiction based learning opportunities learning to enhance their understanding of California Language Arts Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Teachers
 Students

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	None Specified
Budget Reference	None Specified
Description	Kindergarten students will have on-site visits from the Fire Department.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Fifth grade students will participate in History Day.
Amount	0
Source	None Specified
Description	Fourth grade students will participate in Pioneer Day.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All students will participate in a literacy-based event in which they read a book, share it, and then celebrate reading together as an entire school.

Strategy/Activity 12

The Million Word Challenge (MWC) reading incentive program will be utilized to encourage students to read more in order to help them progress towards or surpass grade level proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Million Word Challenge Coordinators
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Million Word Challenge Coordinators will receive an hourly rate to run and analyze word count reports from the AR program. They will report out word counts monthly and ensure students receive incentives which will be distributed at the monthly Flag Salute and Awards Assembly

Strategy/Activity 13

Provide additional support and professional learning to the instructional aides and general education teachers.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Structured Academic Instructor (SAI) Teacher
Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide teacher hourly rate for after-school professional learning and support for general education and special education teachers in order to assist them in providing the necessary supports related to the full implementation of our district-aligned, site-based special education inclusion model (e.g. co-teaching PD, etc.). Provide after-school professional learning and support for instructional aides/support staff in order to assist them in providing the necessary supports related to our inclusion model (e.g. co-teaching PD, etc.).

Strategy/Activity 14

Ensure students have access to high-quality, standards-based intervention and enrichment activities to include extra-curricular and off-campus learning experiences that reinforce what they're learning in the classroom.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Site Secretary
Grade-level Leaders
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers plan and facilitate Tier II interventions and supports for students classified as one or more year's behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST).
Amount	0.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional aides and other classified staff members plan and facilitate Tier II interventions and supports for students classified as one or more year's behind according to the state standards as measured by the CAASPP, i-Ready, and the Basic Phonics Skills Test (BPST).

Strategy/Activity 15

LCAP Items

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,995
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP 1.1 Textbook Annual Purchases (replacement and growth), Scholastic Magazine/Books and Supplies (elementary),
Amount	27,667
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.3 LCAP Actions Site-Based Instructional Coach Professional Learning Resources/Materials per instructional coach PLCs (Elementary PE) Professional learning: Orton Gillingham Professional learning: Universal Design for Learning (UDL) (\$ for school for PD and lesson development time)

Amount	795
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	1.4 LCAP Academic MTSS, iReady assessment and lessons, GoFormative, GoGuardian, Nearpod, Academic Goal Setting Incentives & Celebrations
Amount	2,890
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.6LCAP Actions Kinder ESGI Assessment (sub time and/or staff extra hours), Summer Learning Program, After School and Saturday Tutoring/Office Hours, FEV Virtual Tutoring Service
Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	1.9 LCAP Actions Library Resources, Accelerated Reader, Myon
Amount	9000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.1 LCAP - UDL Lesson Development ELA (ESSER Code 2)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By June 2024, 50% of students will meet their iReady Math Typical growth goal, as reflected on the iReady Reading Diagnostic 3.

LCAP Goal

Provide a rigorous and enriched mathematics foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-2024 school year, Harvest Valley will increase student achievement in reading and writing by setting personalized goals and engaging in continuous monitoring of student academic data to inform instructional practices.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math CAASPP	On the 2022-23 CAASPP students' mean scale score was 2415 for mathematics.	By June 2024, students will have an overall scale score of 2425 a 10 point increase,
Math i-Ready	At the beginning of the year, 7% of students in grades K-5 met or exceeded standards according to the beginning of the year diagnostic in i-Ready.	50% of students in grades K-5 will perform at or above grade level.
iReady Math Lesson Pass Rate	During the 2022-23 school year, our i-Ready math lesson pass rate increased to 80% or higher by the end of the year.	During the 2023-24 school year, we will maintain our iReady math lesson pass rate at 80% or higher.
CAASPP Math Scale Score by Grade Level	Our 2022-23 CAASPP scale score data for grades 3-5 is: Third: 2386 Fourth: 2427 Fifth: 2432	By June 2024, our CAASPP scale score data for grades 3-5 will be: Third: 2401 Fourth: 2442 Fifth: 2447
Students with Disabilities on CAASPP	Our 2022-23 CAASPP data shows that 13% of SWD were proficient.	By June 2024, 16% of SWD will be proficient or advanced on CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Ensure full implementation of the Common Core Standards and Units of Study in Mathematics, including addressing priority standards for all grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,297.50
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Funds to ensure adequate instructional supplies and materials for mathematics instruction, as well as one-on-one and small group interventions to include centers-based instruction, workshop time, and enrichment learning. Associated expenses include reprographic orders, copy paper, and student supplies which include, but are not limited to, construction and other forms of paper, glue, markers, mini whiteboards, writing utensils, etc.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Purchasing suggested resources to support grade-level Units of Study.
Amount	510
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Math journals for students to create interactive math notebooks.
Amount	4,938
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Contract with RCOE or other instructional mathematics expert/consultant to provide workshops related to student achievement in math.
Amount	0.00
Source	None Specified

Budget Reference	None Specified
Description	Provide teachers time during early release Wednesdays to participate in vertical math planning meetings and/or an ROCE contracted workshop related to student achievement in math with an emphasis on the Standards for Mathematical Practices. This will take place on a teacher early release and be a voluntary meeting. We will propose that each team send at least two teachers to represent their team.

Strategy/Activity 2

Teachers use current supplemental technology, software, software licenses and equipment; teachers have adequate materials and appropriate staff development to fully implement new technology and software.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Administrative Secretary
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers receive the necessary professional development provided during their PLC time, staff professional development meetings, and district-wide professional learning opportunities in order to fully implement current and new instructional resources to ensure student learning.

Strategy/Activity 3

SST (Student Study Team) meetings will be conducted for students who are experiencing difficulties in mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Monthly based on referrals and follow~up schedule

Strategy/Activity 4

Teachers will collaborate two times per week during grade level PLC time.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Instructional Coaches
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers will review results of i-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols.

Strategy/Activity 5

Provide on-going professional development based on staff's needs and district initiatives.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Instructional Coaches
 Teachers
 Outside Consultants

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Professional development meetings will be held bi-monthly to address the staff's professional learning needs.

Strategy/Activity 6

Identify and provide resources, information, and training for parents based on parent surveys.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 Instructional Coaches
 Teachers
 Outside Consultants

Proposed Expenditures for this Strategy/Activity

Amount	917.50
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be compensated their hourly wage to teach a student/parent workshop at Family Math Night.

Strategy/Activity 7

Provide daily math intervention for students struggling with mathematical concepts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Math Reflex subscription to ensure that all student know all math facts fluently. *These funds come from the \$31,100 expenditure for software found under Goal 1 "Site License Technology Software Subscriptions."

Strategy/Activity 8

LCAP Items

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16,560
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 2- 1.1 Textbook Annual Purchases, Scholastic Magazine/Books and Supplies, Math Textbooks & Textbook Consumables
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 2 - 1.3 Site Based Instructional Coach, Professional Learning Resources/Materials per instructional coach, PLCs (Elementary PE), Professional Learning: Universal Design for Learning (UDL) (\$ for school for PD and lesson development time)
Amount	16,865
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 2 1.2 - Elementary NGSS Materials Annual Refresh
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	LCAP Goal 2 1.4 - Academic MTSS, iReady assessment and lessons, GoFormative, GoGuardian, Nearpod, Academic Goal Setting Incentives & Celebrations
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 2 -- 1.6 - Summer Learning Program, After School and Saturday Tutoring/Office Hours, FEV Virtual Tutoring Service
Amount	9000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.1 UDL Lesson Development Math (ESSER Code 2)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

For the 2023-24 school year we will increase the number of English Learners scoring a level 4 on the ELPAC by 5% from 5.45% to 10.45% in order for these students to be eligible for reclassification as English proficient.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

During the 2023-24 school year we will continue to work to ensure more English Learner students move towards English Language proficiency in all grades.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner CAASPP Percentage at or Above Grade-level	According to the results of the 2022-23 CAASPP assessment, just 2% of students designated as English Learners scored at or above grade level.	On the 2023-24 CAASPP assessment, we expect 9% of our EL students to score at or above grade-level which represents a 7% increase.
i-Ready Reading Diagnostic (EL Group)	At the beginning of the year, 4% of English Learners in grades K-5 met or exceeded standards	During the 2023-24 school year, we will increase our EL group scoring at or above grade level to 37% according to the final i-Ready diagnostic assessment.
CAASPP ELA Progress	According to the 2022-23 CAASPP assessment 47.9% are making progress towards English Language proficiency.	On the 2023-24 CAASPP assessment, we expect 62.9% of English Language Learners making progress towards English Language Proficiency.

Planned Strategies/Activities

Strategy/Activity 1

Identify English Learners at each grade level and ensure proper classroom placement for the 2023-24 school year.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2023 - June 2024

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	By July 31,2019 ensure that English Learners are distributed into instructional clusters in all classes at each grade level.

Strategy/Activity 2

Provide preparation for the ELPAC assessment to be given in April.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Classroom Teachers
Instructional Coach
Assistant Principal
Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Classroom teachers will provide ELPAC preparation using ELPAC test release questions to prepare English Learners for the ELPAC exam.
Amount	0
Source	None Specified
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teachers will receive Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily classroom instruction in all subject areas.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Principal, Assistant Principal, and English Learner Instructional Coach will meet with all students in 1-5th grade for a ELPAC goal setting conference before they begin the ELPAC assessment.

Strategy/Activity 3

Ensure adequate time and appropriate space is allotted for the ELPAC administration.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2023 - June 2024

Person(s) Responsible

Principal
Assistant Principal
Office Staff/Clerks
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Prepare and share an ELPAC assessment schedule that ensures a student is only administered one section of the ELPAC exam a day and that the assessment is conducted in a one-on-one or small group environment and is conducted by trained Harvest Valley teachers and/or district instructional coaches who have positive connections with students.

Strategy/Activity 4

Ensure full implementation of the "Wonders" designated English Language Development program/curriculum.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Principal and assistant principal will conduct informal and formal classroom visits to ensure full implementation of the Wonders Designated ELD program.

Strategy/Activity 5

Student Success/Study Team (SST) meetings will be conducted for EL students who are experiencing difficulties.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
SST Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers will recommend students to the Student Study Team (SST) who are experiencing difficulties in any of the following areas: academic, insufficient progress in intervention programs, minimal progress acquiring English, and/or who are experiencing significant behavior and/or social-emotional challenges which are impeding their progress and achievement.

Strategy/Activity 6

Ensure that EL students are making adequate progress towards acquiring the English language.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers will collaborate by grade level bi-weekly to review curriculum embedded student assessments, i-Ready diagnostic results, and progress on Imagine Learning monitoring reports. Teachers will utilize this data to make instructional decisions.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Classroom teachers will meet with each English Learner three times a year for an academic goal setting meeting.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All documents and flyers being sent home with students will be translated into Spanish to ensure Spanish speaking parents receive all school communication in their home language.
Amount	13,000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Funds to purchase Imagine Learning student support software program in order to provide individualized instruction and intervention for EL students.
Amount	250
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Equipment and supplies such as headphones with a microphone and additional, supplemental supplies will be purchased for EL students in order to fully utilize the Imagine Learning software.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The principal and assistant principal will pull and analyze Imagine Learning usage reports monthly and follow-up with teachers regarding students who are not meeting usage requirements or making adequate progress according to the program's guidelines and recommendations.
Amount	0

Source	None Specified
Budget Reference	None Specified
Description	Teachers will utilize Imagine Learning will utilize the action area report to target Tier II interventions for students.

Strategy/Activity 7

Extended day learning opportunities will be offered to EL students in the 1st - 5th grades that are identified as long term English Learners, needing language intervention or are currently utilizing the Imagine Learning program.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 EL Teacher
 EL Extended Learning Day Coordinator
 Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,409
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL extended day learning opportunity teachers will be paid their hourly rate to provide instruction before/after school instruction.
Amount	250
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Ensure EL classroom supplies and materials for the supplemental EL Extended Day Learning including but not limited to: copy paper, chart paper, markers, pencils, lined paper, and lamination.

Strategy/Activity 8

Increase EL Parent/Guardian participation and access to support in order to increase the achievement of English learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
EL Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The assistant principal will hold regular ELAC Meetings.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	English classes will be offered at our site in the evenings to parents through the local community college.
Amount	0
Source	None Specified
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Compensate bilingual aides who support the parents/guardians attending the evening English Classes held at our school (EL family support).
Amount	500
Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	English Learner Family Night(s)- Teacher Hourly Rate to plan and facilitate this event.
Amount	200
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	English Learner Family Night(s)- Supplies and materials for parents (e.g. informational/instructional materials, etc.)

Strategy/Activity 9

Provide funding to pay for at least two staff members (teacher + instructional leader) to attend the California Association for Bilingual Educators (CABE) in order to help ensure our school site personnel have access to the latest research-based evidence and best practices related to the support of English Learners.

Students to be Served by this Strategy/Activity

English learners

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Teacher(s)
Instructional Coach/Leaders

Proposed Expenditures for this Strategy/Activity

Amount	2659
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funding to support staff and leaders to attend the annual CABE conference in order to bring back helpful, up-to-date research-based information and best practices to use to support our English Learners.

Strategy/Activity 10

Family Engagement and Support

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24 School Year

Person(s) Responsible

Admin
EL Liaison
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

LCAP Actions

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic - 1.1 Textbook annual Purchases, Scholastic Magazine/Books and Supplies
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1 Academic - 1.3 Site Based Instructional Coach, Professional Learning Resources/Materials per instructional coach, PLCs (Elementary PE, Professional Learning: Universal Design for Learning (UDL) (\$ for school for PD and lesson development time)
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1 Academic 1.4 Academic MTSS, iReady assessment and lessons, GoFormative, GoGuardian, Nearpod, Academic Goal Setting Incentives & Celebrations
Amount	4,470
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1: Academic 1.6 ELPAC Assessment (sub time and/or staff extra hours), Summer Learning Program
Amount	2,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCAP Goal 1 Academic - 1.10-Bilingual aides, ELPAC Staff Training (staff extra hours) ELLevation for EL and RFEP progress monitoring

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

During the 2023-24 school year we will improve the overall student attendance rate to 95% or higher as well as decrease our chronic absenteeism rate to 14% or less.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

Students who have positive school attendance achieve at higher academic levels. During the 2022-23 school year, our overall attendance decreased to 91.1%. Furthermore, the number of chronically absent students increased during the 2022-23 school year increased to 36.3%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	During 2022-23, our overall attendance rate averaged 91.1%	During 2023-24 we will reach an overall student attendance rate of 95% or higher.
Number of Chronically Absent	During 2022-23, 36% of students were chronically absent.	During 2023-24, we plan to decrease the percentage of students designated as chronically absent to 14% or less.

Planned Strategies/Activities

Strategy/Activity 1

Increase attendance to improve student achievement

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk

Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	SART, SARB and SST meetings Counseling groups School messenger County agency involvement

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Assistant Principal and Principal will analyze the "Attention to Attendance" reports provided by the A2A program to help identify chronically absent and truant students.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students who are chronically absence or truant will receive intervention and supports including an assigned a mentor in an effort to increase attendance.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	School Counselor to provide guidance lessons school wide which focus on attendance and attendance-related information and skills.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Site administration will increase messaging through Peachjar, Class Dojo, Blackboard Messenger, and social media outlets regarding the importance of attendance as well as information and ideas to support parents/guardians to help ensure positive student attendance.

Amount	0
Source	None Specified
Budget Reference	None Specified

Description

Site administration and the counselor will utilize the resources on the Attendance Works website to provide support to parents/guardians and students.

Strategy/Activity 2

Teachers will collaborate bi-monthly to discuss strategies to assist students with high tardy, absentee, and truancy rates.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk
Teachers

Proposed Expenditures for this Strategy/Activity

Amount 0

Source None Specified

Budget Reference None Specified

Description Teachers will review classroom attendance data from Illuminate and discuss strategies to assist students and support student achievement.

Amount 0

Source None Specified

Budget Reference None Specified

Description Attendance clerk will call absence students daily to confirm reason for absences.

Amount 0

Source None Specified

Budget Reference None Specified

Description Students arriving tardy to school will need to provide a reason to the attendance clerk or school secretary which will be recorded under the student comments section in the district provided student information system.

Amount 0

Source None Specified

Budget Reference None Specified

Description Parents/guardians requesting to pick up their child early from school will need to provide a reason for early release which will be recorded in the student information system for reference.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Assistant Principal will reach out to parents/guardians of students who have been absent two or more days in a row and whose absences have not been cleared.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The site administrative team will work with Pupil Services to develop a plan to monitor students with more than 14 absent days and will communicate the expectation that parents/guardians must present a doctor's note upon return to school.

Strategy/Activity 3

STEAM Saturday School will be offered six times during the school year to students with absences to make-up lost instructional time and recover loss of ADA.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students who have absences will be invited to attend Saturday school throughout the school year
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Extended Learning Opportunity Teacher teach STEAM curriculum for Saturday school.
Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Saturday School Teachers will be paid their hourly wage to attend STEAM curriculum trainings.

Strategy/Activity 4

Students with positive and improved attendance will be recognized.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Assistant Principal
Principal

Proposed Expenditures for this Strategy/Activity

Amount 400

Source Unrestricted

Budget Reference 0000: Unrestricted

Description Students who have perfect attendance at the end of the month with no days missed, no tardies, and no early pick-ups will be receive incentives to help promote and encourage positive attendance and related habits.

Amount 0

Source None Specified

Budget Reference None Specified

Description Our school counselor will continue to send out weekly attendance updates to teachers and celebrate those with 10 days of perfect attendance.

Strategy/Activity 5

Site will promote Attendance Challenge Days throughout the year scheduled on poorest attendance days from the 2019-20 school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Assistant Principal
Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Site administration will publicized Attendance Challenge Days with families, students, and staff using Attendance Challenge Day banners and social media on days with an historically high percentage rate of absenteeism.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Attendance Challenge Day banners will be hung up at the front of campus to publicize Attendance Challenge Days for the school community.

Strategy/Activity 6

Support and increase school-to-home communication in order to encourage positive attendance and increase motivation and support for students by better informing parents/guardians about school and class programs and activities.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
 Assistant Principal
 School Secretary
 Site-team Leads
 All teachers
 Students
 Parents/Guardians

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Ensure all students have access to engaging and relevant activities and curricula including supplemental materials and learning experiences to increase student engagement and interest.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023 - June 2024

Person(s) Responsible

Principal
 Media Tech

Teachers
Other Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	None Specified
Budget Reference	2000-2999: Classified Personnel Salaries
Description	These funds will be used to pay the hourly rate of staff to organize, re-order, distribute, and support the NGSS-related STEAM science instructional kits.

Strategy/Activity 8

LCAP Actions

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1: Academic - 1.3 PLCs (elementary PE)
Amount	3,180
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1: Academic -1.4 Goal Setting Notebooks/Planners for all students
Amount	15,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	LCAP Goal 1: Academic 1.5 HVES Strategic Action Plan: AVID Elementary
Amount	16,560

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1: Academic 1.6 - After School and Saturday Tutoring/Office Hours
Amount	10,256
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	LCAP Goal 1: Academic 1.8 - PIQE program, Parent Outreach and Engagement Activities (Title 1), Community learning events at schools
Amount	36,710
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 2: SEL - B & Attendance (AKA Climate & Engagement) - Elementary Physical Education Supplies, Field Trip Allocation (\$12.50 per student), Stipends for Activities/Clubs/Sports, GATE ID and Enrichment Supplies (\$10,000 for schools and \$10,000 for DO for assessments), Recess/Playground/Breaktime Equipment for all traditional school sites.
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 2: SEL - B & Attendance (AKA Climate & Engagement) - Annual Technology Allocation (Chromebooks)
Amount	795
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 2: SEL - B & Attendance (AKA Climate & Engagement) - 2.5 - Attendance MTSS, SART/SARB/Chronic Absenteeism Supports & Supplies, Attendance Goal Setting Incentives & Celebrations
Amount	0
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCAP Goal 2: SEL - B & Attendance (AKA Climate & Engagement) - 2.6 - School Engagement/Foster Liaison support for Foster and Homeless Youth, and families in need of resources
Amount	2,000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP Goal 2: SEL - B & Attendance (AKA Climate & Engagement) - 2.7 Translation Services funding (staff extra hours for oral and written translations), Parent/Community Engagement Office Clerk, Aeries Parent Portal, Aeries Mass Communication System

Strategy/Activity 9

LCAP Action

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1: Academic 1.13 Increase special education students supports

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environments

Goal Statement

Provide a physically and emotionally safe learning environment and decrease our suspension rate to 4% or less, while promoting positive academic, social, and emotional outcomes for students.

LCAP Goal

Our school counselor and administrative team will continue to create and facilitate research-based programs and activities to all students with an emphasis on those with exceptional challenges.

Basis for this Goal

To increase overall student engagement in school and in the learning process we will monitor key metrics related to students' physical and emotional well-being and safety. During the 2022-23 school year, the California Healthy Kids Survey data was administered and provided key information regarding metrics related to student safety and well-being. The most recent data indicated significant increases in students feeling safe at school. In 2018-19 just 62% of 5th graders reported feeling safe in school which jumped year later to 73% and then again the following year, with the most recent data showing 86% of students reported feeling safe at our school. At the end of 2021-22, 81% of students reported they feel engaged in school while less (73%) reported the school facilities were in good order.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Suspensions	During 2022-23 school year we had 4.3% of students experience one or more days of suspension.	During the 2023-24 school year we expect that we will maintain our suspension rate of 4% or less.
Facilities	In 2022-23, our facilities upkeep rate as reported by 4th and 5th grade students was 57%.	In 2023-24, our facilities upkeep rate as reported by 4th and 5th students will increase to 75%.
CHKS School Engagement	In 2022-23, our meaningful participation rate as reported by 4th and 5th grade students was 29%	In 2023-24, our meaningful participation rate as reported by 4th and 5th students will increase to 65%.
CHKS Safety	During 2022-22, CHKS survey data showed that 72% of students felt safe at school.	In 2023-24, we expect to increase the percentage of students who report feeling safe at school to 85%
CHKS Disciplinary Rate	During 2022-23, 56% of 4th and 5th students reported having caring relationships on the CHKS survey.	In 2023-24 our goal is to increase the percentage of students having caring relationships to 75%.

Planned Strategies/Activities

Strategy/Activity 1

Ensure full implementation of PBIS in their classrooms and school-wide.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
School Engagement Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Conduct Positive Behavior Interventions and Support (PBIS), the Olweus Bullying Prevention program, and Character Counts professional development workshops for all staff members throughout the 2022-23 school year.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Ensure all teachers have PBIS expectation signs posted and use them in their classrooms to teach weekly social-emotional lessons with specific skills being modeled and reviewed.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All staff members will receive a staff handbook with behavior intervention resources.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Lesson materials for school counselor to provide school wide lesson on social skills.

Strategy/Activity 2

Full implementation of the "Character Counts" program and a restorative justice approach to school-wide student support and discipline.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
School Engagement Leadership Team
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The School Engagement Leadership Team will meet monthly to discuss the implementation of and improve upon the implementation of the Character Counts program.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers and counselor will integrate "Character Counts" trait lessons, videos, and songs into Google Classroom and other instructional delivery tools.
Amount	350
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Students who demonstrate the monthly character trait will be recognized at the monthly school-wide flag salute with a character counts bracelet.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide ongoing professional learning experiences and information related to restorative justice research and best practices in order to focus on teaching and supporting positive behavior by focusing on holistic student support practices that include therapy, making reparations towards victims, family support, and promoting positive mental health.

Strategy/Activity 3

Create a warm, friendly, school environment that is student-centered and focused on increasing positive relationships between students, students and staff, staff members, and the learning community at large (to include parents/guardians and families) and that provides accessibility to all resources and supports.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
Classroom Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Facilitate and maintain a variety of preventative measures including the "Hawks Nest" to be utilized as a reward for positive behavior, to assist students experiencing emotional/behavior incidents, and to encourage positive interactions between students.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students with frequent behaviors will be placed on a proactive behavior contract and a parent conference will be held.
Amount	10,556
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Employee stipends/compensation to support the creation and facilitation of extra-curricular clubs, events, and activities in a virtual setting to support student engagement and the social-emotional health of students. These funds would pay for stipends for staff to provide service outside of the school day these additional opportunities to increase students' connection and engagement with school, staff, and one another.
Amount	3,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support the creation and facilitation of extra-curricular clubs, events, and activities in a virtual setting to support student engagement and SEL health of students. These funds would pay for materials needed to provide these additional opportunities to increase students' connection and engagement with school, staff, and one another.

Strategy/Activity 4

Students will be introduced to career and college options to inspire and engage them in school and the learning process.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant principal
Counselor
Classroom Teachers
AVID Team

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Career and college day for students to meet with representatives from different colleges and people who have different types of careers.

Strategy/Activity 5

Increase communication with parents and parent involvement within our school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
School Secretary
Attendance Clerk
Classroom Teachers
Site Instructional Technology Leader

Proposed Expenditures for this Strategy/Activity

Amount	950
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Every student will receive a Wednesday communication folder to take home weekly class and school bulletins.
Amount	4,065
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Every student/family will receive a variety of print resources for reference and other supplemental support materials including but not limited to a Student-Parent Handbook which includes a calendar of yearly events, important dates, school rules, and other pertinent information as well as additional materials and print information to support this goal.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Our school's Class Dojo page, school website and other social media and communication tools (e.g. Facebook, Twitter, etc.) will be updated regularly to show new and current information.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The Parent Square School Messenger system will be utilized to send out reminders of important events happening at the school.

Strategy/Activity 6

Implement AVID Elementary in grades K - 5 to increase student organization and school wide focus to prepare students for college and career.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Counselor
AVID Leadership Team
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,389.00
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Student Organizational Supplies: Agendas, binders, folders, writing supplies, etc. This cost includes the cost of kindergarten's "Niki's Folders" as well as all other student-related supplies connected to AVID. Additionally, students in grades 3 - 5 will be supplied with suggested AVID organizational supplies to including but not limited to: 3-inch binders, pencil pouches, subject dividers, page protectors, highlighters, pencils, and spiral notebooks.
Amount	0
Source	None Specified
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent education regarding AVID will be provided at HAWK Talk meetings throughout the 2020-21 school year and at Back to School Night in August 2020.
Amount	0
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Principal will attend AVID site administration breakfasts and two teachers will attend K - 12 AVID Conference for networking and to strengthen depth and knowledge of AVID methodologies.
Amount	13,095.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	In order to ensure the full implementation of the AVID Elementary program, AVID requires attendance at specific professional development events. Teachers who have not been AVID trained will attend PATH training or the equivalent during the 2020-21 school year. Additionally, at least four educators including at least one administrator along with three teachers from each school site must attend the annual Summer AVID Institute ("Summer AI") to receive updates and professional learning. Additional funding may be required for other AVID related professional learning workshops, etc.

Strategy/Activity 7

Ensure high-quality, common core based hands-on activities and lessons are made available and are facilitated by trained staff.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Principal
Assistant Principal
Site Secretary
Library Technician
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Teachers use their district-provided PLC and planning time to plan and use the STEM-related materials made available to them in our library to support NGSS-aligned science curriculum and learning activities.

Strategy/Activity 8

Ensure all students have access to engaging extracurricular activities including off campus "field trips" as well as on campus special events tied to their learning and personal development.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2023 - June 2024

Person(s) Responsible

Principal
Assistant Principal
Office Secretary
Teachers
Other Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	10,500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide supplemental funds to allow all students to attend an academically oriented field trip. Due to the lack of fundraising opportunities due to the pandemic, additional funds will be needed to be able to ensure each grade-level can choose the field trip of their choice. These funds will largely be used to provide transportation for students. LCAP feedback strongly suggests that our community prefers students attend off-campus field trips with a focus on learning about science, nature, and/or culture.

Strategy/Activity 9

LCAP Action Items

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 1: - Academic - 1.3 - PLCs (Elementary PE)
Amount	0
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	LCAP Goal 1: Academic - 1.4 - GoGuardian
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	LCAP Goal 1: - Academic - 1.3 - IEP sub Coverage
Amount	795
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	LCAP Goal 2: SEL-B & Attendance (AKA Climate & Engagement) 2.1 - SEL-B MTSS, elementary School Counselor, California Healthy Kids Survey, Elementary School-based Mental Health Therapist Services, CareSolace, BCBA Support, SEL-B Goal Setting Incentives & Celebrations, OLWEUS Anti-bullying Program
Amount	2300
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCAP Goal 2: SEL-B & Attendance (AKA Climate & Engagement) 2.8 - Preschool and TK/K vertical alignment collaboration (sub pay &/or extra hours), Gr 5 and 6 vertical alignment collaboration (sub pay &/or extra hours), 5th grade field trip to middle school for 6th grade welcome tour
Amount	23,354
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

LCAP Goal 3: Safety & Facilities 3.2 - Emergency Preparedness Supplies Annual Replenishment, Raptor Visitor & Emergency Management System, Site funds for individual student supplies (for COVID safety; limit sharing), Maintain increase of Noon Duty Supervisors at elementary schools

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	159,044.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	386,186.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	126,776.00	0.00
Title III	32,268.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	222,192.00
None Specified	0.00
Title I	126,776.00
Title III	32,268.00
Unrestricted	4,950.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,600.00
0001-0999: Unrestricted: Locally Defined	0.00
1000-1999: Certificated Personnel Salaries	130,772.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	163,994.00
5000-5999: Services And Other Operating Expenditures	36,649.00
5800: Professional/Consulting Services And Operating Expenditures	50,171.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF	78,387.00
2000-2999: Classified Personnel Salaries	LCFF	2,500.00
4000-4999: Books And Supplies	LCFF	89,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	26,149.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	25,256.00
None Specified	LCFF	0.00
	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	33,626.00
4000-4999: Books And Supplies	Title I	60,394.00
5000-5999: Services And Other Operating Expenditures	Title I	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	22,256.00
1000-1999: Certificated Personnel Salaries	Title III	15,409.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	13,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,659.00
0000: Unrestricted	Unrestricted	1,600.00

1000-1999: Certificated Personnel Salaries

Unrestricted

3,350.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristine Sherrett	Principal
Denise Encinas	Classroom Teacher
Colette Reyes	Classroom Teacher
Argelia Lopez	Parent or Community Member
Citlali Hernandez	Other School Staff
Manuel Machado	Other School Staff
Jacquelyn Ruiz	Parent or Community Member
Bianca Gonzales	Parent or Community Member
Dianna Torres	Parent or Community Member
Faviola Gonzalez	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
	State Compensatory Education Advisory Committee
Maria Sanchez	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 10/4/2023.

Attested:

	Principal, Kristine Sherrett on 10/4/2023
	SSC Chairperson, Colette Reyes on 10/6/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



HARVEST VALLEY SCHOOL

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Kristine Sherrett, Principal

Manuel Machado, Assistant Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Parents/Guardians and Families are notified of the parent and family engagement policy during Back To School Night, which is held every year during the first two months of the school year.
- Parents/Guardians and Family members received a copy of the policy in their home language at the Parent/Guardian Conference.
- Copies of the policy are located in the school office throughout the school year so that parents/guardians and families can obtain a copy.
- The policy is reviewed each fall by the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

- A Back to School Night is held every year during the first two months of the school year. During Back to School Night, each classroom teacher provides a classroom presentation to parents detailing the academic content standards for the grade level, grade level assessments, and how to monitor their child's progress in the parent portal in order to assist in improving their child's mastery of grade level standards.
- Parent/guardian informational meetings ("Pastries with the Principal") are held six times a year. During these meetings, parents are provided with information and tips for assisting in their child's academic and social achievement at school. Parents/guardians are also informed about academic programs the school offers.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- Our Annual Title I Meeting is held every year at our Back To School Night, which is held during the first two months of school.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Our “Pastries with the Principal” Parent/Guardian Meetings are held six times a year in the mornings to inform our parents of instructional programs, attendance procedures, proactive behavior measures, parenting classes, and other topics as requested by parents/guardians.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- A parent survey is sent home with every student in the Spring for parents/guardians to provide input about the school’s Title I programs.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Parents/guardians are provided information about the school’s Title I programs during Back to School Night at the beginning of the school year.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- An explanation with question and answer time about our school’s curriculum, assessments, and expected student proficiency levels is provided annually at a parent/guardian “Pastries with the Principal” meeting.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parents/guardians may request a meeting with any staff member throughout the school year and a meeting will be scheduled in a timely manner to discuss decisions related to their child’s education.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Teachers review grade level content standards, assessments, and how to routinely monitor a student’s progress at the annual parent/guardian conference scheduled at the end of first trimester and/or a parent/guardian may request a conference at any time throughout the year.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Our school holds a Language Arts and a Math curriculum night each year to assist parents in fun ways to work with their students at home and improve their child’s academic achievement.
- Parent/guardian workshops are also held at the parent/guardian “Pastries with the Principal” meetings to train parents with how to help their student at home to improve their academic progress.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school provides an annual Parent/Guardian Family Engagement training within the first trimester of the school year to the staff.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- A parent resource center is available to all parents/guardians in our school’s library.
- English as a Second Language classes are offered in the evenings twice a week to assist parents in learning English.
- Strengthening Families parenting classes are held once a year for eight weeks in the parent/guardians home language.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- A parent/guardian school handbook and calendar in Spanish and English are distributed to families when they enroll. The calendar contains special events, meetings, and programs that are held throughout the year.
- The school has a website and Facebook page with translation ability, which are regularly updated with school events.
- School Messenger phone calls are sent out in English and Spanish to parents/guardians detailing school events.
- All school flyers are sent home via Peachjar in both English and Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent Involvement opportunities are held monthly to include: Flag Salutes, Trimester Assemblies, Curriculum Nights, Family Engagement Events, Parent/Guardian meetings and Musical performances.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the (Harvest Valley Elementary) on (October 4, 2023) and will be in effect for the period of (Fall 2023-Spring 2024).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (November 19, 2023).

Kristine Sherrett

Signature of Authorized Official

October 4, 2023

Date

California Department of Education
July 2019

This document has been prepared according to the Title I requirements as dictated by the California Department of Education (CDE)



HARVEST VALLEY SCHOOL

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Daniel Todd, Principal *Manuel Machado, Assistant Principal*

Título I, Parte A Política de Participación de Padres y Familias a Nivel Escolar

Esta política describe los medios para llevar a cabo el designado Título I, Parte A; los requisitos de participación de padres y familia de conformidad con la ESSA Sección 1116(c).

Cada escuela beneficiada por esta parte deberá desarrollar conjuntamente con, y distribuir a, padres y miembros de familia de niños participantes una política de participación de padres y familiares por escrito, acordado por tales padres, que deberá describir los medios para llevar a cabo los requisitos de subsecciones © hasta (f).

¿Cómo se notifica a los padres de la política en un formato comprensible y uniforme y, a la extensión practicable, se proporcionada en un idioma que los padres puedan entender? ¿Cómo se pone la política a disposición de la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la política para satisfacer las necesidades cambiantes de los padres y la escuela? (ESSA Sección 1116[b][1])?

- Los padres/tutores y familias son notificados de la política de participación de los padres y familia durante la noche de regreso a clases, que se lleva a cabo todos los años durante los dos primeros meses del año escolar.
- Los padres/tutores y miembros de la familia recibieron una copia de la política en su idioma en la Conferencia de Padres/Tutores.
- Las copias de la política están ubicadas en la oficina de la escuela durante todo el año escolar para que los padres/tutores y las familias puedan obtener una copia.

- La política es revisada cada otoño por el Consejo Escolar.

Para involucrar a los padres en los programas del Título I, Parte A, se han establecido las siguientes prácticas:

La Noche de Regreso a la Escuela se lleva a cabo cada año durante los primeros dos meses del año escolar. Durante la Noche de Regreso a la Escuela, cada maestro de aula ofrece una presentación a los padres detallando el contenido académico de los estándares para el nivel de grado, las evaluaciones de nivel de grado, y cómo monitorear el progreso de sus hijos en el portal de padres con el fin de ayudar a mejorar el dominio de los estándares de nivel de grado de su hijo.

- Las reuniones informativas (“Pastries with the Principal) para padres/tutores se llevan a cabo seis veces al año. Durante estas reuniones, los padres reciben información y consejos para ayudarlos en el logro académico y social de sus hijos en la escuela. Los padres/tutores también son informados sobre los programas académicos que ofrece la escuela.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I Parte A y acerca de el derecho de los padres a participar en el programa Título I Parte A (ESSA Sección 1116[c][1]). Agregar detalles acerca de las reuniones anuales en el cuadro de enseguida:

- Nuestra Reunión Anual Título I es cada año en nuestra Noche de Regreso a la Escuela, la cual se hace durante los primeros dos meses de escuela.

La escuela ofrece un número flexible de reuniones para padres de Título I, Parte A, como reuniones en la mañana o en la noche (ESSA Sección 1116[c][2]). Agregar detalles acerca de las reuniones en el cuadro de enseguida:

- Nuestras Reuniones “Pastries with the Principal” de Padres/Tutores se llevan a cabo seis veces al año por la mañana para informar a nuestros padres sobre programas de instrucción, procedimientos de asistencia, medidas de comportamiento proactivas, clases para padres y otros temas según lo soliciten los padres/tutores.

La escuela involucra a los padres de los estudiantes de Título I, Parte A de manera organizada, continua, y oportuna, en la planificación, revisión, y mejora de los programas escolares de Título I, Parte A y la política de participación de padres Título I, Parte A (ESSA Sección 1116[c][3]). ¿Como la escuela involucra a padres?

- Una encuesta de padres es enviada a casa con cada estudiante en la Primavera para que los padres/tutores brinden información sobre los programas Título I de la escuela.

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (ESSA Sección 1116[c](4)[A]). ¿Como la escuela provee la información?

- Los padres/tutores reciben información sobre los programas de Título I de la escuela durante la Noche de Regreso a Clases al comienzo del año escolar.

La escuela proporciona a los padres de los alumnos del Título I, Parte A, una explicación del currículo utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de proficiencia que se espera que los alumnos alcancen. (ESSA Sección 1116[c](4)[B]). ¿Como la escuela provee la información?

- Una explicación con preguntas y tiempo de respuesta sobre el currículo, evaluaciones y niveles de proficiencia esperados de nuestra escuela se proporciona anualmente en una reunión "Pastries with the Principal" de padres/tutores.

Si los padres de estudiantes de Título I, Parte A lo solicitan, la escuela brinda oportunidades para reuniones regulares que les permiten participar en decisiones relacionadas con la educación de sus hijos (ESSA Sección 1116[c](4)[C]). ¿Como la escuela provee las oportunidades?

- Los padres/tutores pueden solicitar una reunión con cualquier miembro del personal durante el año escolar y se programará una reunión de manera oportuna para discutir las decisiones relacionadas con la educación de su hijo

La escuela involucra a los padres del Título I, Parte A en interacciones significativas con la escuela. El Compacto apoya una asociación entre el personal, padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar esas metas, la escuela ha establecido las siguientes prácticas:

La escuela proporciona ayuda a los padres del Título I, Parte A para la comprensión del contenido académico de los estándares del estado, evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos (ESSA Sección 1116[e](1)).

- Los maestros repasan el contenido de los estándares de nivel de grado, evaluaciones, y cómo monitorear rutinariamente el progreso de un estudiante; En la conferencia anual programada al final del primer trimestre de padres/tutores y/o un padre/tutor puede solicitar una conferencia en cualquier momento durante el año.

La escuela proporciona a los padres de Título I, Parte A, materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos (ESSA Sección 1116[e](2)).

- Nuestra escuela lleva a cabo una noche de currículo de Arte del Lenguaje y Matemáticas cada año para ayudar a los padres a trabajar de manera divertida con sus estudiantes en casa y mejorar el rendimiento académico de sus hijos.
- Los talleres para padres/tutores también se llevan a cabo en las reuniones “Pastries with the Principal” de padres/tutores para capacitar a los padres sobre cómo ayudar a sus estudiantes en casa para mejorar su progreso académico.

Con la asistencia de los padres del Título I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales(ESSA Sección 1116[e][3]).

- La escuela proporciona al personal una capacitación anual de Participación de Padres/Tutores y Familia dentro del primer trimestre del año escolar.

La escuela coordina e integra el programa de participación de los padres del Título I, Parte A con otros programas, y conduce otras actividades, como los centros de recursos para padres, para alentar y apoyar a padres a participar más plenamente en la educación de sus hijos.(ESSA Sección 1116[e][4]).

- El centro de recursos para padres está disponible para todos los padres/tutores en la biblioteca de la escuela.
- Las clases de Inglés como segundo idioma se ofrecen en las tardes dos veces por semana para asistir a padres a aprender Inglés.
- Clases para padres sobre el Fortalecimiento de las Familias se llevan a cabo una vez al año durante ocho semanas en el idioma del hogar de los padres/tutores.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y un idioma que los padres comprenden.(ESSA Sección 1116[e][5]).

- Cuando se inscriben a nuestra escuela, se entrega un manual y un calendario escolar en español e inglés para padres/tutores. El calendario tiene eventos especiales, reuniones y programas que se llevan a cabo durante todo el año.
- La escuela tiene un sitio web y una página de Facebook con capacidad de traducción, que se actualizan periódicamente con los eventos escolares.
- Llamadas telefónicas que detallan los eventos escolares, School Messenger se envían en inglés y español a los padres/tutores.
- Todos los folletos escolares se envían a casa a través de Peachjar en inglés y español.

La escuela proporciona apoyo para las actividades de participación de padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- Las oportunidades de participación de los padres se llevan a cabo mensualmente e incluyen: Saludo a la bandera, Asambleas trimestrales, Noches de currículo, Eventos de participación familiar, reuniones de padres/tutores y actuaciones musicales. Apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A.

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos los padres con dominio limitado del Inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y en un idioma que los padres entienden.(ESSA Seccon 1116[f]).

Por favor adjunte el Pacto de la Escuela y Padres a este documento.

Esta política fue adoptada por la (Primaria Harvest Valley) en (Octubre 4, 2023) y estará en efecto para el periodo de (Otono 2024).

La escuela distribuirá la política a todos los padres de estudiantes que participan en el programa Título I, Parte A en o antes de: (Noviembre 19, 2023).

Kristine Sherrett

Firma del Oficial Autorizado

Octubre 6, 2023

Fecha

Departamento de Educación de California
Julio 2019

Harvest Valley Elementary School
School-Parent/Guardian Compact



Teacher's Section

I understand the importance of the school experience to every student and my role as a teacher. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- *Provide high quality teaching that builds literacy, mathematical skills, and prepares your child for lifelong learning.*
- *Encourage families to become active in their children's education.*
- *Teach challenging material so your child will continually learn to the best of their ability.*
- *Regularly communicate with you regarding your child's progress.*
- *Be aware of the individual needs of your child.*
- *Provide a safe, positive and healthy learning environment for your child's success.*
- *Teach all the necessary concepts to your child before the regular homework is assigned.*
- *Provide positive disciplinary support.*

Student's Section

I realize that my education is important. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- *Get to class on time every day.*
- *Complete class work on time and to the best of my ability.*
- *Return completed homework on time.*
- *Be responsible for my own behavior.*
- *Be a cooperative learner.*
- *Ask for help when I need it.*

Parent/Guardian's Section

I understand that my participation in my child's education will help their achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- *Make sure that my child arrives at school, on time, each day.*
- *Encourage my child to complete their homework.*
- *Attend Back-to-School Night, Parent/Teacher Conferences, Open House and other school events.*
- *Encourage my child to engage in reading and/or writing activities for at least 30 minutes daily.*
- *Provide a quiet place/time for my child to do homework.*
- *Make sure my child gets adequate sleep and has a healthy diet.*
- *Support the school's/district's homework, discipline and attendance policies.*
- *Participation in a home conference if deemed necessary by parent and teacher.*

Teacher's Signature _____

Date _____

Student's Signature _____

Date _____

Parent Guardian's Signature _____

Date _____

Sección de Maestro/a

Yo entiendo la importancia y la experiencia de cada estudiante en la escuela y mi papel como maestro/a. Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda.

- **Proveer enseñanza de alta calidad que edifique la capacidad de lectura, destrezas de matemáticas, y el aprendizaje de toda la vida.**
- **Motivar a las familias a estar mas activas en la educación de sus hijos.**
- **Proveer material para que su hijo/a aprenda continuamente a lo mejor de su habilidad.**
- **Comunicarme con usted regularmente sobre el progreso de su hijo/a.**
- **Esforzarme en estar enterado/a de las necesidades de su hijo/a.**
- **Proveer un ambiente seguro, positivo y saludable para el éxito de sus hijos.**
- **Enseñar los conceptos necesarios a sus hijos antes de asignar las tareas regulares.**
- **Proveer apoyo disciplinario positivo.**

Sección del Estudiante

Yo me doy cuenta que mis educaciones s importante. Yo se que yo soy responsable de mi propio éxito. Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda.

- **Llegar a tiempo a clases todos los días.**
- **Completar las tareas a tiempo lo mejor que pueda.**
- **Regresar las tareas completadas a tiempo.**
- **Ser responsable de mi propio comportamiento.**
- **Ser un estudiante cooperativo.**
- **Pedir ayuda cuando la necesite.**

Sección de Padres/Guardianes

Yo entiendo que mi participación en la educación de mi hijo va ayudar en su logro y actitud. Por lo tanto, yo estoy de acuerdo en seguir las responsabilidades que me corresponden lo mejor que pueda:

- **Asegurarme de que mis hijos lleguen a tiempo a la escuela, cada día.**
- **Proveer un lugar tranquilo para que mis hijos hagan sus tareas.**
- **Motivar a mis hijos a terminar sus tareas cada día.**
- **Asistir a la Noche de Regreso a la Escuela, Conferencias de Padres y Maestros, Casa Abierta y otros Eventos.**
- **Motivar a mis hijos en actividades de lectura o escritura por lo menos 30 minutos diarios.**
- **Asegurarme de que mis hijos duerman adecuadamente y tengan una dieta saludable.**
- **Apoyar las pólizas de disciplina y asistencia de la escuela y el distrito escolar.**
- **Tomar parte en una conferencia de hogar si es creída necesaria por los padres y maestros.**

Firma de Maestro/a _____

Fecha _____

Firma de Estudiante _____

Fecha _____

Firma de Padres _____

Fecha _____