

School Year: 2024-25



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

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STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

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March 30, 2023



Joy Gabler, Superintendent  
Hanford Elementary  
PO Box 1067  
Hanford, CA 93232

Dear Superintendent Gabler,

Thank you for leading continuous improvement efforts during this challenging time in education. We deeply appreciate and acknowledge all that you have done and are currently doing to support your schools, staff, and students. The purpose of this letter is to provide you with an update regarding state educational agency (SEA) approval of the 2022–23 Comprehensive Support and Improvement (CSI) Plan/s/ in the 2022–23 school year (SY).

**SEA CSI Plan Approval**

During its January 2023 meeting, the California State Board of Education (SBE) approved Hanford Elementary's 2022–23 CSI Plan/s/. Section 1111(d)(1)(B) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs), in collaboration with educational partners, to develop and implement a CSI Plan/s/ to improve student outcomes for each school identified by the state as eligible for CSI. ESSA, Section 1111(d)(1)(B)(v) requires these Plan/s/ be approved by the school, the LEA, and the SEA. For the purposes of the ESSA, the SBE serves as California's SEA.

As a reminder, Hanford Elementary is required to post its approved 2022–23 CSI Prompts to the same LEA web page that the Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, and/or other planning documents are posted. Additionally, the California Department of Education strongly encourages Hanford Elementary to post its CSI Plan/s/ on this same web page to provide more transparency in the outcomes of the planning process for Hanford Elementary's CSI-eligible schools.

If you have any questions regarding this letter, please contact the School Improvement and Support Office by email at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov) or visit our web page with frequently asked questions at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

In Partnership,

Nancy Kim Portillo, Deputy Superintendent  
Student Achievement Branch

NP:sr

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hanford Community Day School	61118459	5/6/2024	5/22/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

The goals, actions, and services in this plan meet ESSA requirements for CSI, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

Hanford Community Day School (CDS) was exited from CSI during the 2023-2024 school year. CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting. Students attending CDS are, by definition, those who are most at risk of not meeting the challenging state academic standards. Therefore, all students attending CDS are identified as eligible for Title I services.

# Educational Partner Involvement

How, when, and with whom did Hanford Community Day 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

### School Site Council (SSC)

The school maintains a school site council. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year in October, January, March, and May. During these meetings student achievement is reviewed, the school's/students' needs are assessed, and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and periodically throughout the year. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

### English Learner Advisory Committee (ELAC)

The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

### District English Learner Advisory Committee (DELAC)

The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised of the following members: The DELAC meets four times per school-year in November, January, March, and May. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis; advises the board on the district's plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

# Resource Inequities

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

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

Hanford Elementary Community Day School (CDS) was exited from CSI in 2023-24.

The per-student spending for students at CDS is significantly higher than for students across the district. Class sizes at CDS are very small (often 10-20 students spread across 3 teachers). Each classroom is provided with a teacher and an instructional aide. The school is also provided with an administrator and secretary.

Notwithstanding this level of spending and support, there are resource inequities at CDS. The district has a team of enrichment teachers (art, music, and physical education) that serve schools across the district on a rotational basis. This team has not served CDS at the same rate as other schools. The district has a team of instructional coaches that provide professional development and in-class coaching across the district. While the instructional coaches do serve teachers at CDS, it is not at the same rate as the other schools in the district. Teachers at CDS are not provided with early student release for collaboration on Wednesdays (as are other teachers in the district).

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

#### Priority Area 4 (Academics) – Areas of Red or Orange

##### ELA:

- All students (Orange)
- English Learners (Orange)
- Socioeconomically Disadvantaged (Orange)
- Students with Disabilities (Red)
- Hispanic students (Orange)

##### MATH:

- All students (Orange)
- English Learners (Red)
- Socioeconomically Disadvantaged (Orange)
- Students with Disabilities (Red)
- Hispanic students (Orange)

In goal 1 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

#### Priority Area 5 (Chronic Absenteeism) – Areas of Red or Orange

- English Learners (Orange)
- Students with Disabilities (Orange)
- White students (Orange)

In goal 3 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

#### Priority Area 6 (Suspension Rate) – Areas of Red or Orange

- All students (Orange)
- Socioeconomically Disadvantaged (Orange)
- Hispanic students (Orange)
- White students (Red)

In goal 3 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

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

No student groups scored two or more performance levels below “all student” performance.

## **Other Needs**

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

See Identified Need Goals #1-4

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	15.38%		0	2
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	71.43%	69.23%	84.62%	5	9	11
Pacific Islander	%	0%	%		0	
White	28.57%	23.08%	%	2	3	
Two or More Races	%	7.69%	%		1	
Not Reported	%	0%	%		0	
<b>Total Enrollment</b>				7	13	13

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	3	2	
Grade 1		2	1
Grade 2			1
Grade 4			1
Grade 5		2	
Grade 6		2	1
Grade 7		2	3
Grade 8	4	3	6
<b>Total Enrollment</b>	7	13	13

#### Conclusions based on this data:

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	2	5	9		28.6%	69.2%
Fluent English Proficient (FEP)	0	1	0		0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*					
Grade 4			*			*			*			
Grade 5		*	*		*	*		*	*			
Grade 6	4	*	*	4	*	*	4	*	*	100.0		
Grade 7	5	13	10	4	10	8	4	10	8	80.0	76.9	80
Grade 8	*	20	19	*	18	17	*	18	17		90.0	89.5
All Grades	13	37	34	12	31	30	12	31	30	92.3	83.8	88.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*			*			*		
Grade 4			*			*			*			*			*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2426.	2414.	*	0.00	5.88	*	22.22	0.00	*	5.56	11.76	*	72.22	82.35
All Grades	N/A	N/A	N/A	0.00	0.00	3.33	0.00	16.13	0.00	16.67	9.68	6.67	83.33	74.19	90.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	3.23	0.00	*	38.71	20.00	*	58.06	80.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	3.33	*	19.35	3.33	*	80.65	93.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	3.23	0.00	*	51.61	56.67	*	45.16	43.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	3.23	3.33	*	45.16	40.00	*	51.61	56.67

**Conclusions based on this data:**

1. Because students at CDS are enrolled for only part of the school year, all information above is based on cumulative enrollment (unduplicated counts of all students who were enrolled at CDS any time during the school year).
2. Note: Students Enrolled information is for all students enrolled during the school year. These students were not necessarily enrolled at CDS at the time of testing. Therefore, the percentage of students tested will be left blank. The district met all participation rate requirements for state testing in each of the three years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*					
Grade 4			*			*			*			
Grade 5		*	*		*	*		*	*			
Grade 6	4	*	*	4	*	*	4	*	*	100.0		
Grade 7	5	13	9	4	10	7	4	10	7	80.0	76.9	77.8
Grade 8	*	17	19	*	15	17	*	15	17		88.2	89.5
All Grades	13	34	33	12	28	29	12	28	29	92.3	82.4	87.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*			*			*		
Grade 4			*			*			*			*			*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2424.	2369.	*	0.00	0.00	*	6.67	0.00	*	13.33	11.76	*	80.00	88.24
Grade 11															
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	3.57	0.00	8.33	10.71	10.34	91.67	85.71	89.66

<b>Concepts &amp; Procedures</b> Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	*	*	*	*	*	*	*	*	*

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4			*			*			*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. See Identified Need Goals #1-4.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		4	*
8	*	*	*	*	*	*	*	*	*	*	6	8
All Grades										*	13	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	7.69	*	23.08	7.69	*	38.46	38.46	*	30.77	46.15	*	13	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	23.08	7.69	*	38.46	38.46	*	23.08	23.08	*	15.38	30.77	*	13	13

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	7.69	15.38	*	30.77	23.08	*	61.54	61.54	*	13	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	7.69	*	53.85	61.54	*	30.77	30.77	*	13	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.15	38.46	*	30.77	30.77	*	23.08	30.77	*	13	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	7.69	*	15.38	23.08	*	76.92	69.23	*	13	13



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5		*	*		*	*		*	*		*	*
6	*		*	*		*	*		*	*		*
7		*	*		*	*		*	*		*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	0.00	0.00	*	53.85	83.33	*	46.15	16.67	*	13	12

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
13	92.3%	69.2%	7.7%
Total Number of Students enrolled in Hanford Community Day School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	69.2%
Foster Youth	1	7.7%
Homeless	0	0.0%
Socioeconomically Disadvantaged	12	92.3%
Students with Disabilities	5	38.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	15.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	11	84.6%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

### Conclusions based on this data:

1. See Identified Need Goals #1-4.



# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



No Performance Color

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Red

#### Mathematics



No Performance Color

#### English Learner Progress



No Performance Color

#### Conclusions based on this data:

1. See Identified Need Goals #1-4.

# School and Student Performance Data

## Academic Performance English Language Arts

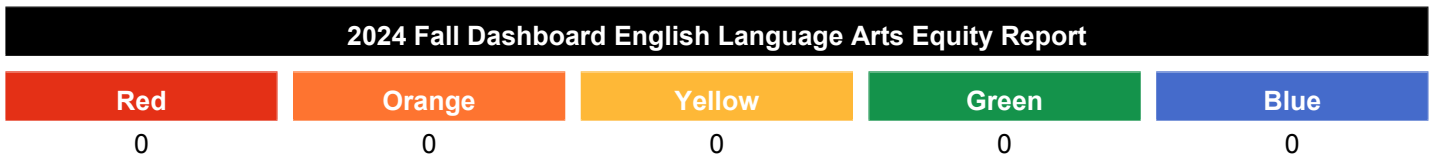
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Long-Term English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. See Identified Need Goals #1-4

# School and Student Performance Data

## Academic Performance Mathematics

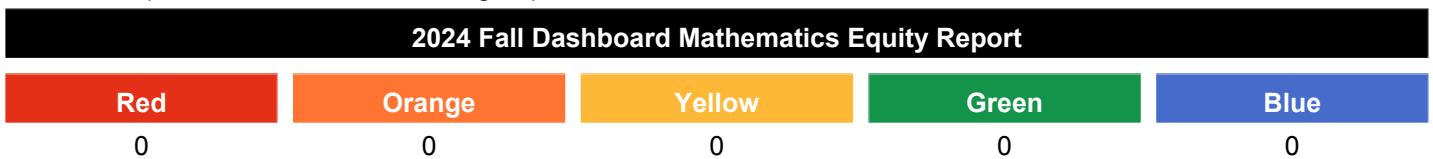
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Long-Term English Learners</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. See Identified Need Goals #1-4



# School and Student Performance Data

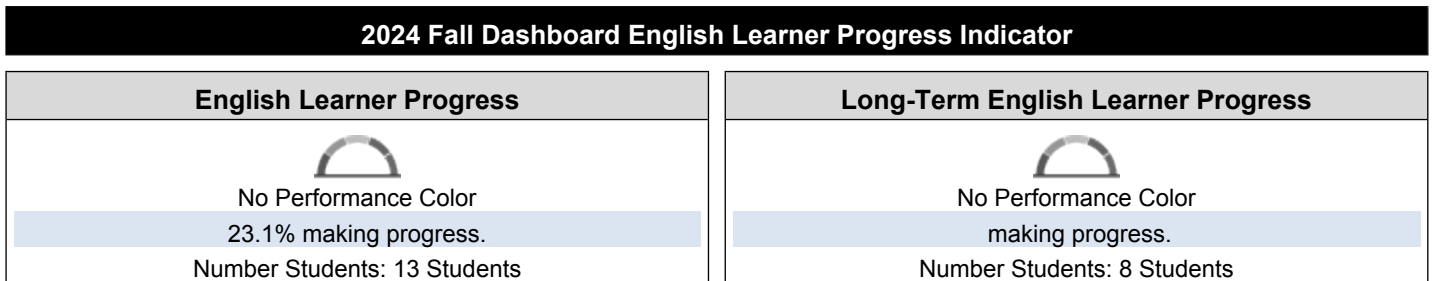
## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
23.1%	53.8%	7.7%	15.4%

**Conclusions based on this data:**

1. See Identified Need Goals #1-4



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>64.8% Chronically Absent</p> <p>Declined 6.9</p> <p>54 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>72.2% Chronically Absent</p> <p>Increased 0.8</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>64.2% Chronically Absent</p> <p>Declined 12</p> <p>53 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>83.3% Chronically Absent</p> <p>Increased 19</p> <p>18 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>68.2% Chronically Absent</p> <p>Declined 6.8</p> <p>44 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

- Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school. There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
  - There is a need to strengthen the relationships between CDS students and adults in the school.
  - There is a need to build the relationships between the families of CDS students and the school.
  - There is a need to build CDS students' relationships with one another.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

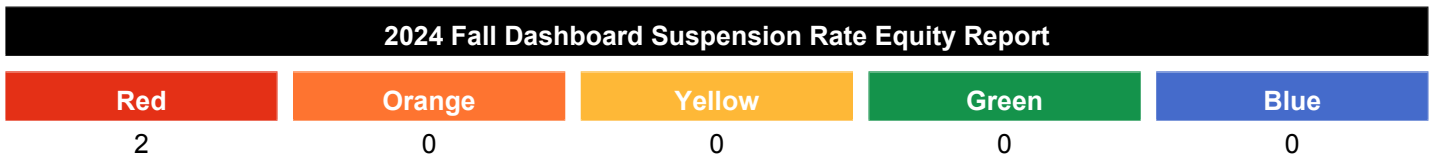
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>28.1% suspended at least one day</p> <p>Increased 3.1%</p> <p>96 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>35.5% suspended at least one day</p> <p>Increased 3.5%</p> <p>31 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>27.8% suspended at least one day</p> <p>Increased 1.5%</p> <p>18 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>27.3% suspended at least one day</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>28.3% suspended at least one day</p> <p>Increased 3.9%</p> <p>92 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>33.3% suspended at least one day</p> <p>Declined 7.8%</p> <p>24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>29.1% suspended at least one day</p> <p>Increased 3.4%</p> <p>79 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>

**Conclusions based on this data:**

1.	Suspension	Rate	Analysis
<p>Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social-emotional challenges that contribute to their behavior challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS. Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.</p> <ul style="list-style-type: none"> <li>• There is a need to strengthen the relationships between CDS students and adults in the school.</li> <li>• There is a need to build the relationships between the families of CDS students and the school.</li> <li>• There is a need to build CDS students' relationships with one another.</li> <li>• There is a need to provide students with the skills that will enable them to foster and support these relationships.</li> <li>• There is a need to provide ongoing support to students as they transition back to their home school.</li> <li>• There is a need to provide families with education and support.</li> </ul>			

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

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

LCAP goal to which this school goal is aligned.

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

### Identified Need

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

Students attending CDS perform far below their peers in the district in both ELA and math. Analysis of data across CDS indicates that absenteeism and suspensions combined with social/emotional and behavior challenges contribute to CDS students lagging behind in ELA and math. In some cases, by the time a student is assigned to CDS, by placement or expulsion, these barriers to learning have accumulated over several years of a student's time in school. Students placed at CDS are often one or more years below their chronological grade level academically.

There is a need for an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.

There is a need to progress monitor students in CDS that allows comparison of CDS students' achievement to students across the district: There is a need for CDS students to participate in a subset of the district's assessments across the school year.

Note: The numbers of students at Hanford Community Day School who participate on state tests are such that they do not generate a color on the California School Dashboard, nor do they generate data on other public displays of state test scores. Internal, rather than state calculated analysis of CAASPP scores is used to develop this goal or CDS. Hanford Community Day School is a DASS School.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Analysis of CAASPP Scores ELA (2023-2024 CAASPP - CDE Dataquest)	3.33% Met Standard 6.67% Nearly Met Standard 90.00% Not Met Standard	33.33% Met Standard 33.34% Nearly Met Standard 33.33% Not Met Standard
Local Analysis of CAASPP Scores Math (2023-2024 CAASPP - CDE Dataquest)	0.00% Met Standard 10.34% Nearly Met Standard 89.66% Not Met Standard	33.33% Met Standard 33.34% Nearly Met Standard 33.33% Not Met Standard



## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Classroom and School Staffing: Classrooms at CDS will be staffed with one certificated classroom teacher and one aide. The ratio of staff to students will be kept low. Classrooms will have the necessary instructional materials and technology.</p>	All Students (All students at CDS are "High Needs" students)	<p>629,074 LCFF 1000-1999: Certificated Personnel Salaries Community Day School Administrator, 3 Teachers, and subs 216,950 LCFF 2000-2999: Classified Personnel Salaries Community Day School Classified (3 Instructional Aides, 1 Clerical, and subs) 1,000 LCFF 5000-5999: Services And Other Operating Expenditures Copier Office</p>
1.2	<p>Evidence Based Curriculum Implement a supplemental, evidence-based, self-paced, online curriculum for students in grades K-8 to supplement the core program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.</p> <p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science/Physical Education with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.</p> <p>EVIDENCE SuccessMaker Reading meets ESSA's "Strong" evidence criteria. Study available here: <a href="https://assets.savvas.com/asset_mgr/curre">https://assets.savvas.com/asset_mgr/curre</a></p>	Students in grades K-8	<p>2,200 LCFF 5800: Professional/Consulting Services And Operating Expenditures Digital Content/Subscriptions 6,583.42 Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Digital Content/Subscriptions 0 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Online subscription based instructional materials (Selecting and implementing evidence-based interventions/strategies/activities)</p>

	<p><a href="#">nt/202038/SM Reading Report Addendum.pdf</a></p> <p>Supplemental digital content services may include, but is not limited to: Flocabulary Starfall</p>		
<p>1.3</p>	<p>Assessments Develop a system of assessments that allow teachers, site admin., and district admin. to monitor the academic progress of students at CDS. Using a subset of district developed assessments, CAASPP Interim assessments, and/or curriculum based assessments, teachers at CDS will deliver assessments and monitor the progress of students in their class. Teachers will use information from these assessments to plan and deliver instruction and interventions. School and district leadership will use information from these assessments to plan and provide professional development and other supports for CDS teachers.</p> <p>EVIDENCE Strong Evidence:</p> <p>SuccessMaker Reading meets ESSA’s “Strong” evidence criteria. Study available here: <a href="https://assets.savvas.com/asset_mgr/current/202038/SM Reading Report Addendum.pdf">https://assets.savvas.com/asset_mgr/current/202038/SM Reading Report Addendum.pdf</a></p> <p>Low Evidence (Recommendation is based on expert opinion derived from strong findings or theories in related areas.)</p> <ol style="list-style-type: none"> <li>1. Make data part of an ongoing cycle of instructional improvement (Low)</li> <li>2. Teach students to examine their own data and set learning goals (Low)</li> <li>3. Establish a clear vision for schoolwide data use (Low)</li> <li>4. Provide supports that foster a data-driven culture within the school (Low)</li> <li>5. Develop and maintain a districtwide</li> </ol>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>0 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Assessment Materials (Using data and outcomes to monitor and evaluate improvement efforts)</p>

	<p>data system (Low)</p> <p>U.S. Department of Education. (2009). Using Student Achievement Data to Support Instructional Decision Making. Washington D.C.: What Works Clearinghouse.</p>		
1.4	<p>Implement standards aligned ELA and mathematics instruction incorporating state adopted text and HESD pacing calendars.</p> <p>EVIDENCE Strong Evidence Note: The HESD Mathematics Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:</p> <ol style="list-style-type: none"> <li>1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.</li> <li>2. When introducing new concepts and procedures, use accessible numbers to support learning.</li> <li>3. Sequence instruction so that the mathematics students are learning builds incrementally.</li> <li>4. Provide visual and verbal supports.</li> <li>5. Provide immediate, supportive feedback to students to address any misunderstandings.</li> </ol> <p>*U.S. Department of Education. (2021). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse.</p> <p>Strong/Moderate/Minimal Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:</p> <ol style="list-style-type: none"> <li>1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal)</li> <li>2. Develop awareness of the segments of sounds in speech and how they</li> </ol>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>945 Title I 4000-4999: Books And Supplies Supplies Materials 1,000 LCFF 4000-4999: Books And Supplies Books other than Textbooks: Classroom Libraries (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>10,985 LCFF 4000-4999: Books And Supplies Instructional Supplies (Paper, Materials etc.) (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>600 LCFF 5000-5999: Services And Other Operating Expenditures Copier Instruction 500 LCFF 5700-5799: Transfers Of Direct Costs TRC 2,200 LCFF 5700-5799: Transfers Of Direct Costs Print Shop both 2700 &amp; 1000 177 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books other than textbooks (420000) 1,345 Comprehensive Support and Improvement (CSI)</p>

<p>link to letters. (Strong)</p> <p>3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong)</p> <p>4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate)</p> <p>*U.S. Department of Education. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Washington D.C.: What Works Clearinghouse.</p> <p>Strong/Moderate Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations* that show strong evidence from at least 1 well-designed and well-implemented experimental study:</p> <ol style="list-style-type: none"> <li>1. Provide explicit vocabulary instruction (Strong)</li> <li>2. Provide direct and explicit comprehension strategy instruction. (Strong)</li> <li>3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate)</li> <li>4. Increase student motivation and engagement in literacy learning. (Moderate)</li> <li>5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong)</li> </ol> <p>*U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.</p>		<p>4000-4999: Books And Supplies Instructional Supplies and Materials 0 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Subscriptions (Time For Kids, National Geo for Kids etc.) (Selecting and implementing evidence-based interventions/strategies/activities)</p>
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Expected Outcomes vs. Actual Outcomes in CAASPP Data. The scores above are the Actual Outcomes from the 2024 CAASPP testing. In comparing these scores to the Expected Outcomes established in the 2023 for the 2024 CAASPP results, CDS did not meet the expected outcomes projection.

Implementation

The actions and services under Goal 1 were well implemented overall, with students making progress compared to years past towards proficiency on the state-adopted standards. Standards-based ELA and mathematics instruction, as defined by the Common Core Standards incorporating state-adopted text and HESD pacing calendar, is in place in all classrooms. School site leadership, with support from the district office curriculum and instruction department, monitors schools, classrooms, and student progress. Students requiring intervention are identified and provided with supplemental instruction/intervention including after-hours instruction. Integrated ELD (Core Program ELD/EL Support) instruction and EL support in academic content areas were implemented across the school at all grade levels. English learners received language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Designated ELD (Core Program) Students received 30 minutes of ELD instruction at their English language development level during the ELD instructional block. Students received ELD instruction at their English language development level during the ELD instructional block. Teachers documented the progress of EL students using the district's EL rubric forms.

#### Effectiveness

The actions under Goal 1 continue to be effective in students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. Although academic data gathered during the COVID time period indicate students experienced significant learning loss due to the impacts of the associated school closures, extended periods of distance learning, student absences, and staffing shortages, the 2023 CAASPP scores showed a closing of the learning loss gap and in some cases, surpassed the pre-COVID pandemic CAASPP scores. When comparing scores over the last three years, there is an increase in proficiency levels showing students are making gains in academics. Based on the increase in achievement levels, there is not a need to make significant changes to the instructional program; rather, it indicates a need to continue to build upon and strengthen the school's existing instructional programs.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

Although the strategies/activities in the plan were implemented, new funding, both federal and state, was used to support some of the activities in this school plan. Struggling students received interventions through the Extended Learning Opportunities Plan (ELOP) and/or through the ESSER Learning Loss. The continuing pandemic and resulting student absences and staffing shortages disrupted some of the school's programs and operations. Teacher over-contract for interventions was limited resulting in not all funds being spent. Adequate supplies and materials were available using less than the budgeted amount. Title 1 funds were used to purchase supplemental instructional digital subscriptions as the district cut back on what it purchased for the school.

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

The school will continue to provide standards-aligned instruction to all students, interventions and support for struggling students, and designated and integrated ELD for English learners. The school will continue to provide students with an extensive suite of digital/online supplemental instructional materials.

After-school support and activities including enrichment, tutoring, and ELD instruction will continue to be funded through the district-wide Expanded Learning Opportunities Program and will no longer be included in the school plan. All students will have the opportunity to participate in these programs.

Student CAASPP scores increased over the past three years, since the COVID pandemic started, including most subgroups. The strategies and activities under Goal 1 will continue into the coming year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

The school will support teachers and staff with professional development, training, and collaboration time.

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

LCAP goal to which this school goal is aligned.

The district will support teachers and staff with professional development, training, and collaboration time.

### Identified Need

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

There is a significant need to provide teachers and support staff with professional development to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis.

Support staff will receive professional developmental targeting relevant needs of the school site, such as Mental Health and Suicide Prevention, MTSS/PBIS and Data Solutions, Restorative Practices and Discipline Procedures, and Student Leadership and Youth Participation.

Support Staff will increase knowledge and utilize professional development through effective collaboration and application of structured training.

There is a need to provide students who are English learners with language support in all academic areas (called Integrated ELD) and to provide these students with specific English language development instruction (instruction in learning the English language (called Designated ELD). In order to provide effective Integrated ELD and Designated ELD, there is a need to provide classroom teachers with leadership, training, and support in these areas.

There continues to be a need to provide teachers and support staff with support, including professional development, in supporting students' increased social-emotional needs.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Led Professional Development	All Teachers Receive Professional Development	All Teachers Receive Professional Development
School Site Led Professional Development	The School Provides Opportunities for Professional Development	Teachers participate in science PD and implement NGSS aligned hands-on activities in their classrooms.
Teacher Collaboration	Teachers Attend Collaboration Each Wednesday	Teachers Attend Collaboration Each Wednesday



## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>School Site PD Teachers, Administrators and Support Staff at CDS will participate in district professional development and site based systematic professional development. Teachers and Support Staff will receive professional development that is specific to the needs of the school site. This is determined by site leadership observations and input from teachers at the school site. Teachers and Support Staff will understand and effectively implement the collaboration protocol used in a professional learning community. Teachers analyze student achievement data from district and site based assessments and use this information to plan instruction and intervention. Data will be disaggregated to show overall performance of individual students, and individualized, differentiated instruction will be planned and delivered based on this analysis.</p> <p><b>EVIDENCE</b> Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or theories in related areas.) Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following:</p> <ul style="list-style-type: none"> <li>• Sustained professional learning</li> <li>• Job-embedded professional learning</li> <li>• Collegial professional learning</li> <li>• Integrative professional learning</li> <li>• Practical professional learning</li> <li>• Results-oriented professional learning</li> </ul> <p>California Department of Education. (2012). English Language Arts/English Language Development Framework for California Public Schools. Chapter 11.</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>29,180 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitute Teachers for Release Time for Professional Development (Building capacity)</p> <p>0 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Professional Development (Building capacity)</p> <p>0 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Including Training in the Online Inst. Materials) (Building capacity)</p>

	<p>Sacramento: California Department of Education.</p> <p>Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p>		
<p><b>2.2</b></p>	<p>District PD A professional development team consisting of a curriculum specialist in English language arts, and five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners</p> <p><b>EVIDENCE</b> Not from a formal research study. (Recommendation is based on expert opinion derived from strong findings or theories in related areas.) Fogarty and Pete (2009, 32–34) name seven protocols for professional learning</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>91,556.08 Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Seven Instructional Coaches 833.33 Title I Centralized Service 5000-5999: Services And Other Operating Expenditures School Site Portion for Mileage Seven Instructional Coaches</p>



	<p>that are consistent with theories of adult learning Knowles 1973; Zemke and Zemke 1981. These include the following:</p> <ul style="list-style-type: none"> <li>• Sustained professional learning</li> <li>• Job-embedded professional learning</li> <li>• Collegial professional learning</li> <li>• Integrative professional learning</li> <li>• Practical professional learning</li> <li>• Results-oriented professional learning</li> </ul> <p>California Department of Education. (2012). English Language Arts/English Language Development Framework for California Public Schools. Chapter 11. Sacramento: California Department of Education.</p> <p>Moderate Evidence: Draw on relationships with professional colleagues and students’ families for continued guidance and support. U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p>		
2.3	<p>The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>27,753.42 Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Induction Coaches</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

### IMPLEMENTATION

Teachers attended three district-led, full-day professional development sessions providing teachers with training in research-based instructional strategies for ELA, Math, and ELD. Teachers are provided with a “minimum day” each Wednesday to collaborate around student assessment data and to plan instruction and intervention.

A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in mathematics, and five instructional coaches provide high-quality, research-based professional development to teachers

and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development of digital literacy skills to improve academic achievement. These coaches provide whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of various subgroups including English Learners.

New teachers were served with a CTC-accredited new teacher induction program with a director and two full-time, full-release induction coaches. New teachers received induction support for two years and clear their credentials through the induction program.

#### EFFECTIVENESS

Teacher surveys indicate that the professional development and collaboration time were effective, and despite challenges from the pandemic, they were supported by this training, professional development, and collaboration.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

All strategies/activities under Goal #2 were well implemented. There were no material differences between proposed and actual expenditures.

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

There is a continuing need to provide professional development around grade-level standards-aligned instruction. There is a need to continue to use the district's instructional coaches while also providing professional development opportunities from outside the district, such as from Tulare or Kings County offices of Education. Teachers will continue to receive professional development from the district PD team. Teachers will continue to receive site-specific PD at their school sites.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

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

LCAP goal to which this school goal is aligned.

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

### Identified Need

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

#### Chronic Absenteeism

Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.

- \* There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
- \* There is a need to strengthen the relationships between CDS students and adults in the school.
- \* There is a need to build the relationships between the families of CDS students and the school.
- \* There is a need to build CDS students' relationships with one another.

#### Suspension Rates

CDS scored in the Red category on the 2018 California School Dashboard. CDS has two subgroups for suspension rates, Hispanic and Socioeconomically Disadvantaged. Both of these groups also scored in the Red category on the dashboard.

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavior challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- \* There is a need to strengthen the relationships between CDS students and adults in the school.
- \* There is a need to build the relationships between the families of CDS students and the school.
- \* There is a need to build CDS students' relationships with one another.
- \* There is a need to provide students with the skills that will enable them to foster and support these relationships.
- \* There is a need to provide ongoing support to students as they transition back to their home school.
- \* There is a need to provide families with education and support.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator: All Students	Red—Increased 3.1% (28.1% Suspension Rate) (2024 Dashboard)	For 2025 Dashboard: Orange—Suspension Rate 20% (Decline of 8.1%)
Suspension Rate Indicator: Socioeconomically Disadvantaged	Red—Increased 3.9% (28.3% Suspension Rate) (2024 Dashboard)	For 2025 Dashboard: Orange—Suspension Rate 20% (Decline of 8.3%)
Suspension Rate Indicator: Hispanic	Red—Increased 3.4% (29.1% Suspension Rate) (2024 Dashboard)	For 2025 Dashboard: Orange—Suspension Rate 20% (Decline of 9.1%)
Suspension Rate Indicator: English Learners	No Color—Increased 3.5% (35.5% Suspension Rate) (2024 Dashboard)	For 2025 Dashboard: Orange—Suspension Rate 20% (Decline of 15.5%)
Suspension Rate Indicator: Students with Disabilities	No Color—Declined 7.8% (33.3% Suspension Rate) (2024 Dashboard)	For 2025 Dashboard: Orange—Suspension Rate 20% (Decline of 13.3%)
Chronic Absenteeism Indicator: All Students	Orange—Declined 6.9% (64.8% Chronically Absent) (2024 Dashboard)	For 2025 Dashboard: Yellow—Chronically Absent 20% (Decline of 44.8%)
Chronic Absenteeism Indicator: Socioeconomically Disadvantaged	Orange—Declined 12.0% (64.2% Chronically Absent) (2024 Dashboard)	For 2025 Dashboard: Yellow—Chronically Absent 20% (Decline of 44.2%)
Chronic Absenteeism Indicator: Hispanic	Orange—Declined 6.8% (68.2% Chronically Absent) (2024 Dashboard)	For 2025 Dashboard: Yellow—Chronically Absent 20% (Decline of 48.2%)
Chronic Absenteeism Indicator: English Learner	No Color—Increased 0.8% (72.2% Chronically Absent) (2024 Dashboard)	For 2025 Dashboard: Yellow—Chronically Absent 20% (Decline of 52.2%)
Chronic Absenteeism Indicator: Students with Disabilities	No Color—Increased 19.0% (83.3% Chronically Absent) (2024 Dashboard)	For 2025 Dashboard: Yellow—Chronically Absent 20% (Decline of 63.3%)

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	STRATEGY/ACTIVITY Student Engagement Activities Develop and implement a series of hands-on activities and incentive/reward system that are designed to increase student engagement and participation in school and to reduce absenteeism and suspension rates. These activities will have links to the district's curriculum and the State Standards, but their primary focus will be teaching socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom or school. School staff, along with the district's team of art teachers, music teachers, physical education teachers, instructional coaches, and outside consultants will be utilized to develop and deliver these activities. Students will be provided with supplies to support their social	All Students (All students at CDS are "High Needs" students)	10,000 LCFF 4000-4999: Books And Supplies Function 2700: Office Supplies, Materials 2,000 LCFF 4000-4999: Books And Supplies Function 3140: Health/Nurse Supplies 2,000 LCFF 4000-4999: Books And Supplies Function 3110: Counseling Supplies and Materials 600

	<p>emotional well-being to attend school on a regular basis to increase overall attendance rates.</p> <p><b>EVIDENCE</b>  Strong/Moderate Evidence:  Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong)  Modify the classroom learning environment to decrease problem behavior. (Strong)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p> <p>Provide academic support and enrichment to improve academic performance. (Moderate)  Personalize the learning environment and instructional process. (Moderate)  Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.(Moderate)</p> <p>U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.</p>	<p>LCFF  4000-4999: Books And Supplies  Teacher Allowance for Classroom Instructional Supplies and Materials  1,500  LCFF  4000-4999: Books And Supplies  440000 Equipment Non-Depreciated  0  Comprehensive Support and Improvement (CSI)  4000-4999: Books And Supplies  Supplies and Materials for Project Based Learning, Fees for Enrichment Activities (Video Conferences etc.), Entrance Fees for Study Trips, Incentive/Rewards (Selecting and implementing evidence-based interventions/strategies/activities)  0  Comprehensive Support and Improvement (CSI)  5700-5799: Transfers Of Direct Costs  Food Incentives from District Kitchen  (Selecting and implementing evidence-based interventions/strategies/activities)  0  Comprehensive Support and Improvement (CSI)  5700-5799: Transfers Of Direct Costs  Object 430000: Study Trip Entrance Fees (9,466)  Object 571020: Transportation for Study Trips (1,000)  (Selecting and implementing evidence-based interventions/strategies/activities)  0  Comprehensive Support and Improvement (CSI)  5700-5799: Transfers Of Direct Costs  TRC</p>
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			<p>0 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Overcontract for Enrichment Activities (Selecting and implementing evidence-based interventions/strategies/activities)</p>
<p><b>3.2</b></p>	<p><b>Monitor Student Attendance</b> Student attendance and behavior will be monitored daily. School staff will conduct home visits for students who are absent each day. These visits will build relationships with students' families for continued guidance and support. Students will be brought to school by staff if necessary.</p> <p><b>EVIDENCE</b> Moderate Evidence: Draw on relationships with professional colleagues and students' families for continued guidance and support.</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p> <p>Assign adult advocates to students at risk of dropping out. (Moderate)</p> <p>U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.</p> <p>Schildkraut, J., &amp; Grogan, K. (2019). Are metal detectors effective at making schools safer? San Francisco: WestEd.</p> <p>Hankin, A., Hertz, M., &amp; Simon, T. (2011). Impacts of metal detector use in schools: Insights from 15 years of research. Journal of School Health</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>500 LCFF 5700-5799: Transfers Of Direct Costs Food From District Kitchen for Rewards (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>50 LCFF 5700-5799: Transfers Of Direct Costs Postage 0 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Paraprofessional to Assist with Home Visits, Build Relationships with Students &amp; Families (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>0 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional Clerical Support (Selecting and implementing evidence-based interventions/strategies/activities)</p>
<p><b>3.3</b></p>	<p><b>Develop a system of supports to aid students' transition back to their regular classrooms.</b></p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>375 LCFF 5000-5999: Services And Other Operating Expenditures Transportation to provide students the opportunity to attend their regular school for</p>

			<p>part of the day and CDS for part of the day. (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>0 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Transportation for Student Transition Program</p>
<p><b>3.4</b></p>	<p>Provide teaching, intervention, and support for students that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</p> <p><b>EVIDENCE</b> Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. (Moderate) Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Strong) Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p> <p>Assign adult advocates to students at risk of dropping out. (Moderate)</p> <p>U.S. Department of Education. (2008). Dropout Prevention. Washington D.C.: What Works Clearinghouse.</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>0 LCFF 1000-1999: Certificated Personnel Salaries School Counselor: Full time (Temporary Contract)</p>
<p><b>3.5</b></p>	<p>Provide a series of information/early-intervention based informational sessions on drug abuse prevention. The goal is to provide high-needs students with information to: help them understand the dangers/consequences of using illicit drugs gain insight into their own social-emotional health recognize "triggers" that may lead students to want to use drugs develop coping skills (e.g. how to resist peer pressure, media pressure etc.)</p>	<p>All Students (All students at CDS are "High Needs" students)</p>	<p>0 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Drug Abuse Prevention Services</p>



# Annual Review

SPSA Year Reviewed: 2023-24

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

## Analysis

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

The COVID-19 pandemic and resulting student absences and staffing shortages disrupted many of the school's programs and operations over the past few years. Despite these disruptions and challenges, the actions under Goal #3 was well implemented. All students received support and participated in activities to promote citizenship and good behavior. High-needs students received additional support. Learning directors monitored the social-emotional and health needs of students and coordinated the support that students received from counselors, social workers, nursing staff, and student specialists.

### EFFECTIVENESS

Since the COVID pandemic compared to pre-COVID, there has been an increase in chronically absent students and an increase in behavioral and social concerns that have increased the suspension rate. Over the last three years, the chronic absenteeism rate has improved even though it is still higher than pre-COVID times. The steady decrease in chronic absenteeism rate over the last few years have shown the plans put in place have been effective.

Anecdotal observations along with internal data for the current school year show that students are still experiencing a decline in social-emotional well-being since the COVID pandemic. Although support from school staff has mitigated this decline, there is a great need to continue providing support and interventions for our most fragile students.

The data measuring school climate, especially suspensions and absenteeism, have been significantly impacted by the COVID pandemic over the last several years and do not accurately reflect the impact that the school's programs and services have had on school climate. The school's programs and services for students under Goal #3, leading up to the pandemic, have led to a significant and steady decline in suspensions and chronic absenteeism. This indicates a need to continue, and where possible, expand the services and programs that support students' social-emotional well-being and physical health.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

All strategies/activities under Goal #3 were well implemented. There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

All students will continue to receive support and will participate in activities to promote citizenship and good behavior. High-needs students will receive additional support. Learning directors will continue to monitor the social-emotional and health needs of students and coordinate the support that students will receive from counselors, social workers, nursing staff, and student specialists.

There will be a great need to continue to re-establish a culture where students and their families view attending school every day as very important after the last few years of dealing with the pandemic. Activities to support and promote school attendance will resume and expand.



There will be a need to continue and build upon services and programs for students to support social emotional wellbeing and to promote good school attendance and behavior.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

Communication between schools and home will be regular and meaningful.

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

LCAP goal to which this school goal is aligned.

Communication between schools and home will be regular and meaningful.

### Identified Need

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

In order for parents/guardians to actively participate in their children's education, there is a need for home-to-school communication and parent/guardian involvement. Parents need information and training to help their children achieve in school.

The HESD Parent Survey indicates the majority of parents agree or strongly agree with the statements:

- "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting ELA and math standards."
- "When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school"

Parents need information and training to help their children achieve in school.

- \* There is a need to build the relationships between the families of CDS students and the school.
- \* There is a need to provide students with the skills that will enable them to foster and support these relationships. (This includes students' families.)
- \* There is a need to provide families with education and support.
- \* There is a need to continue providing parents with information on their child's progress and provide assistance when they have questions about their student's work. Students whose parents are informed about their children's progress in school achieve at higher levels.

Parents have a right to be involved in the decision-making process at the school and district levels. (California Education Code 52062-52063). There is a continuing need to involve parents in the decision-making process through the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC).

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent conferences.	2024-2025 Parent Conference Attendance: 100%	Parent conference attendance rate will be at least 95%.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Maintain communication with parents about students' progress. Parents will be informed of students' academic and social progress via weekly and/or throughout the use of the Synergy ParentVue online progress reporting system. Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns. Provide welcoming, open door policy with parents, including snacks and refreshments. Provide parent involvement activities to strengthen school to home connection for families.</p> <p>EVIDENCE Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p>	All Students (All students at CDS are "High Needs" students)	<p>1,331 Title I 4000-4999: Books And Supplies Supplies Materials for Parent Communication (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>2,208.33 Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Software for Parent Communication 0 LCFF 4000-4999: Books And Supplies Supplies and Materials for Office for Parent Involvement</p>
4.2	<p>Implement a series of activities to educate, train and support families of CDS students.</p> <p>EVIDENCE Draw on relationships with professional colleagues and students' families for continued guidance and support. (Moderate)</p> <p>U.S. Department of Education. (2008). Reducing Behavior Problems in the Elementary School Classroom. Washington D.C.: What Works Clearinghouse.</p>	All Students (All students at CDS are "High Needs" students)	<p>0 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Software License for Parent Training and Support Program (Selecting and implementing evidence-based interventions/strategies/activities)</p> <p>0 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies and Materials for Parent Involvement and Education (Selecting and implementing evidence-based</p>

			interventions/strategies/activities)
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

**IMPLEMENTATION**  
 The actions under Goal #4 were well implemented. The school held a variety of parent activities to educate and support parents. The school employs a suite of resources to facilitate and support communication with parents.

The school's electronic system for communicating with families was upgraded in 21-22. School leaders along with individual teachers made extensive use of online communication tools to communicate with families.

School Site Council meetings, District Parent Advisory Committee, and District English Learner Advisory Committees resumed back to pre-COVID meetings in person.

**Effectiveness:**  
 The school's parent-conference attendance rate was 100% with parent/teacher conferences returning to in-person this year. The strategies and activities were effective in achieving the goal, that communication between schools and home will be regular and meaningful. Data from the HESD Parent Survey indicate that parents are overwhelmingly satisfied with the level of support, outreach, and communication they receive from the school.

**Note:** For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

The strategies/activities under Goal #4 were well implemented. There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

The school will continue to provide support, outreach, and education for parents. The school will continue to give parents a voice in the programs and activities that are developed and implemented. In-person parent involvement/education activities will continue to be expanded upon. The school will continue to implement the upgraded communication system (Parent Square). The SSC, PAC, and DELAC will continue meeting in-person.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$2,134
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,043,446.58
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$30,702.00
Title I	\$2,276.00
Title I Centralized Service	\$128,934.58

Subtotal of additional federal funds included for this school: \$161,912.58

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

State or Local Programs	Allocation (\$)
LCFF	\$881,534.00

Subtotal of state or local funds included for this school: \$881,534.00

Total of federal, state, and/or local funds for this school: \$1,043,446.58

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	30,702.00
LCFF	881,534.00
Title I	2,276.00
Title I Centralized Service	128,934.58

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	777,563.50
2000-2999: Classified Personnel Salaries	216,950.00
4000-4999: Books And Supplies	31,883.00
5000-5999: Services And Other Operating Expenditures	2,808.33
5700-5799: Transfers Of Direct Costs	3,250.00
5800: Professional/Consulting Services And Operating Expenditures	10,991.75

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	29,180.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	0.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	1,522.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	0.00
5700-5799: Transfers Of Direct Costs	Comprehensive Support and Improvement (CSI)	0.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	0.00

1000-1999: Certificated Personnel Salaries	LCFF	629,074.00
2000-2999: Classified Personnel Salaries	LCFF	216,950.00
4000-4999: Books And Supplies	LCFF	28,085.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,975.00
5700-5799: Transfers Of Direct Costs	LCFF	3,250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,200.00
4000-4999: Books And Supplies	Title I	2,276.00
1000-1999: Certificated Personnel Salaries	Title I Centralized Service	119,309.50
5000-5999: Services And Other Operating Expenditures	Title I Centralized Service	833.33
5800: Professional/Consulting Services And Operating Expenditures	Title I Centralized Service	8,791.75

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	873,559.42
Goal 2	149,322.83
Goal 3	17,025.00
Goal 4	3,539.33



# School Site Council Membership

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

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

Name of Members	Role
Dr. Cruz Sanchez-Leal	Principal
Kelly Bekedam	Other School Staff
Omar Fierro (CDS)	Classroom Teacher
Megan Letson	Classroom Teacher
Kellie Noji	Classroom Teacher
Rosa Castro	Parent or Community Member
Janeth Navarro	Parent or Community Member
Gabriela Chavez	Parent or Community Member
Carolina Campos	Parent or Community Member
Sandy Virrueta	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

District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 5/6/2024.

Attested:



Principal, Rick Johnston on 5/6/2024

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and 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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary



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.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. 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).
- F. 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:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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