School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherryland Elementary School	01611926000913	4/22/2025	June 25, 2025

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

> Schoolwide Program
> Additional Targeted Support and Improvement

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: Cherryland Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- · All indicators at the lowest status level; or
- · All indicators at the lowest status level but one indicator at another status level.

Our site is one of the sites that was identified as ATSI.

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.

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·   All indicators at the lowest status level; or
·   All indicators at the lowest status level but one indicator at another status level.
Our site is one of the sites that was identified as ATSI.

Cherryland ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is the primary body which reviews and updates the SPSA. The School Site Council is comprised of a balance of staff members and parents and/ community members. This year we have gathered feedback from several sources as we revised, reviewed and updated our SPSA. This includes staff members on the Instructional Leadership Team, Site Based Decision Making (SBDM) and at staff meetings. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee (ELAC) which meets once a month, other parent meetings and at coffee with the principal meetings. Parents, community, and staff have also given feedback on an annual survey. This has been a key piece of information to further expand equity for English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC individuals.

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.

Cherryland made small gains in many areas in 2024 according to our CAASPP data and school dashboard. However, the school still faces resource inequities. One such inequity relates to the resources available equally to both SEI and BA programs. The BA programs have paraeducator support that works with small groups regularly. We have seen growth and progress with our students in BA. Our students in SEI have not seen that growth. SEI classes are not receiving as much extra paraeducator support as BA.   Another inequity relates to the level of supplemental materials we have available for a school that is more than 50% Bilingual Alternative education. Traditionally supplemental materials have primarily focused on English language support or have been evenly split between Sheltered English Immersion programs and Bilingual Alternative programs. This is inequitable in that the Bilingual Alternative program requires materials in two languages and therefore more materials. Another inequity identified within our California dashboard and SPSA is the achievement of African American students and the lack of direct support for this subgroup. Another inequity at Cherryland is addressing the needs of the high level of unhoused students, students in foster care, low income students, socioeconomically disadvantaged, and other at risk students. Because of this, Cherryland has embraced the community school approach to providing services and supports to families and students. However, the ability to support this effort through the SPSA has been limited by significant budget reductions, and such a high academic need.

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.

Our English Language Learners have maintained their progress in Math, but are still in the red.   In Math as well, our Socioeconomically disadvantaged students and students with disabilities are both in the orange and have increased and/or increased significantly. Our students with disabilities, African American students, and students who are more than two races have declined, but are still in the orange with the chronic absenteeism. The dashboard states that our suspension rates and the ELA Placement scores have affected all of our students as all groups are in the red or orange.

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

"All students" group are in the yellow in Math; the other student groups are in the red and orange. In ELA, there is not a significant difference in all students. With the Suspension rate, students with disabilities as well as African American are in the very high level compared to all students.

Other Needs

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

Cherryland is a large elementary school with over 50% of the students in Multilingual classes. We have a large percentage of students who are learning English as a second language. We strive to support these students during class with designated and integrated ELD.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	%		0	
African American	5.32%	5.43%	3.94%	39	49	34
Asian	3.55%	2.99%	3.13%	26	27	27
Filipino	2.05%	2.66%	1.97%	15	24	17
Hispanic/Latino	82.67%	81.84%	83.20%	606	739	718
Pacific Islander	1.50%	1.66%	2.43%	11	15	21
White	1.09%	1.55%	1.39%	8	14	12
Two or More Races	3.68%	3.77%	3.48%	27	34	30
Not Reported	0.14%	0.11%	0.46%	1	1	
			Total Enrollment	733	903	863

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	105	141	91
Grade 1	92	113	123
Grade 2	112	104	118
Grade3	101	148	107
Grade 4	111	120	141
Grade 5	107	143	122
Grade 6	105	134	137
Total Enrollment	733	903	863

Conclusions based on this data:

1. Cherryland is a very diverse school with a majority of students that are Hispanic/Latinx, which is over 80% of our population.

2. Cherryland's enrollment has decreased a bit over the past year.

3. In the past two years, three different grade levels have decreased in enrollment.

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	406	478	448	55.4%	52.9%	51.9%
Fluent English Proficient (FEP)	105	139	152	14.3%	15.4%	17.6%
Reclassified Fluent English Proficient (RFEP)	69	93	110	9.4%	10.3%	12.7%

Conclusions based on this data:

1. From 22/23 school year to 23/24 school year, the number of English Learners have decreased a bit.

2. Cherryland has a number of students who are now Fluent in English.

3. About 50% of Cherryland's population are English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	101	144	114	99	141	101	99	141	101	98.0	97.9	88.6
Grade 4	115	126	142	110	126	137	110	126	137	95.7	100.0	96.5
Grade 5	112	145	125	104	137	116	104	137	115	92.9	94.5	92.8
Grade 6	107	132	140	104	126	131	104	126	131	97.2	95.5	93.6
All Grades	435	547	521	417	530	485	417	530	484	95.9	96.9	93.1

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	2354.	2373.	2328.	7.07	9.93	2.97	20.20	21.99	13.86	15.15	21.99	15.84	57.58	46.10	67.33
Grade 4	2386.	2401.	2411.	1.82	7.14	14.60	16.36	15.08	15.33	22.73	20.63	16.06	59.09	57.14	54.01
Grade 5	2446.	2422.	2431.	4.81	4.38	6.09	27.88	15.33	20.00	16.35	24.82	20.00	50.96	55.47	53.91
Grade 6	2487.	2466.	2453.	4.81	3.97	1.53	28.85	19.05	20.61	28.85	33.33	28.24	37.50	43.65	49.62
All Grades	N/A	N/A	N/A	4.56	6.42	6.61	23.26	17.92	17.56	20.86	25.09	20.25	51.32	50.57	55.58

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	7.07	4.26	5.94	50.51	65.96	48.51	42.42	29.79	45.54
Grade 4	2.73	3.17	10.95	65.45	59.52	53.28	31.82	37.30	35.77
Grade 5	6.73	3.65	5.22	62.50	56.20	51.30	30.77	40.15	43.48
Grade 6	5.77	3.97	4.58	53.85	46.83	42.75	40.38	49.21	52.67
All Grades	5.52	3.77	6.82	58.27	57.36	48.97	36.21	38.87	44.21

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	5.05	8.51	0.99	45.45	48.23	32.67	49.49	43.26	66.34
Grade 4	2.73	8.73	7.30	50.91	42.86	46.72	46.36	48.41	45.99
Grade 5	6.73	2.19	3.48	44.23	42.34	49.57	49.04	55.47	46.96
Grade 6	6.73	4.76	3.05	57.69	49.21	47.33	35.58	46.03	49.62
All Grades	5.28	6.04	3.93	49.64	45.66	44.63	45.08	48.30	51.45

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	7.07	7.80	1.98	70.71	68.79	66.34	22.22	23.40	31.68
Grade 4	0.91	4.76	5.84	64.55	61.11	66.42	34.55	34.13	27.74
Grade 5	10.58	8.03	6.96	77.88	68.61	62.61	11.54	23.36	30.43
Grade 6	10.58	6.35	2.29	68.27	73.02	70.23	21.15	20.63	27.48
All Grades	7.19	6.79	4.34	70.26	67.92	66.53	22.54	25.28	29.13

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	3.03	10.64	2.97	55.56	58.87	51.49	41.41	30.50	45.54
Grade 4	0.91	8.73	10.22	61.82	64.29	64.23	37.27	26.98	25.55
Grade 5	9.62	7.30	11.30	63.46	57.66	60.00	26.92	35.04	28.70
Grade 6	17.31	15.87	2.29	57.69	61.11	62.60	25.00	23.02	35.11
All Grades	7.67	10.57	6.82	59.71	60.38	60.12	32.61	29.06	33.06

Conclusions based on this data:

1. There was an increase in the percent of students who are exceeding in overall performance in ELA.

2. Less than 10% are above standard in all claims in ELA.

3. In all claims, a majority of the students are at or near standard in all claims.

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.

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	101	144	114	99	143	109	99	143	109	98.0	99.3	95.6
Grade 4	115	126	142	113	125	141	113	125	141	98.3	99.2	99.3
Grade 5	112	145	125	107	142	121	107	142	121	95.5	97.9	96.8
Grade 6	107	132	140	105	130	135	105	130	135	98.1	98.5	96.4
All Grades	435	547	521	424	540	506	424	540	506	97.5	98.7	97.1

Overall Participation for All Students

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

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	2371.	2389.	2349.	4.04	8.39	2.75	19.19	17.48	6.42	26.26	33.57	20.18	50.51	40.56	70.64
Grade 4	2383.	2400.	2410.	1.77	0.80	6.38	7.08	14.40	12.77	18.58	30.40	28.37	72.57	54.40	52.48
Grade 5	2410.	2389.	2405.	0.93	1.41	1.65	2.80	2.82	4.13	20.56	16.20	24.79	75.70	79.58	69.42
Grade 6	2439.	2437.	2421.	0.95	3.08	0.74	9.52	9.23	8.89	31.43	21.54	16.30	58.10	66.15	74.07
Grade 11															
All Grades	N/A	N/A	N/A	1.89	3.52	2.96	9.43	10.93	8.30	24.06	25.37	22.53	64.62	60.19	66.21

Overall Achievement for All Students

Concepts & Procedures 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	6.06	7.69	5.50	41.41	48.25	30.28	52.53	44.06	64.22
Grade 4	2.65	4.00	6.38	22.12	36.80	32.62	75.22	59.20	60.99
Grade 5	1.87	0.70	2.48	24.30	19.72	26.45	73.83	79.58	71.07
Grade 6	1.92	1.54	0.74	37.50	29.23	22.96	60.58	69.23	76.30
Grade 11									
All Grades	3.07	3.52	3.75	30.97	33.52	28.06	65.96	62.96	68.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.07	11.89	3.67	39.39	40.56	34.86	53.54	47.55	61.47
Grade 4	2.65	4.00	9.22	30.97	37.60	40.43	66.37	58.40	50.35
Grade 5	0.93	2.11	2.48	42.99	35.21	42.15	56.07	62.68	55.37
Grade 6	1.90	3.85	0.74	45.71	42.31	38.52	52.38	53.85	60.74
All Grades	3.07	5.56	4.15	39.62	38.89	39.13	57.31	55.56	56.72

Communicating Reasoning 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	9.09	9.79	3.67	53.54	62.24	43.12	37.37	27.97	53.21
Grade 4	2.65	4.00	9.93	39.82	57.60	41.84	57.52	38.40	48.23
Grade 5	1.87	0.00	2.48	49.53	40.85	42.98	48.60	59.15	54.55
Grade 6	3.81	2.31	2.96	58.10	55.38	49.63	38.10	42.31	47.41
All Grades	4.25	4.07	4.94	50.00	53.89	44.47	45.75	42.04	50.59

Conclusions based on this data:

1. When reviewing the Overall Math achievement, a significant percentage of students have not met standards.

2. About 50% of our students are scoring below standard in all skills.

3. From year to year, we have seen an increase in percentage of 4th grade students scoring above standard.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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
K	1396.3	1395.4	1369.9	1404.6	1402.9	1372.9	1376.8	1377.8	1362.8	80	100	92
1	1405.5	1415.7	1390.2	1430.6	1423.3	1407.1	1380.0	1407.8	1372.7	60	73	75
2	1438.0	1435.2	1420.2	1447.4	1448.9	1414.1	1428.1	1421.1	1425.8	69	65	76
3	1467.8	1475.7	1456.7	1469.5	1477.2	1466.8	1465.6	1473.7	1446.2	50	71	69
4	1496.6	1503.9	1480.5	1500.7	1507.1	1481.5	1492.1	1500.3	1478.9	68	56	65
5	1518.6	1526.5	1502.2	1518.4	1524.4	1509.4	1518.2	1528.2	1494.4	52	66	53
6	1538.3	1528.3	1514.2	1538.8	1523.1	1510.1	1537.2	1532.8	1517.8	32	47	46
All Grades										411	478	476

Table title: **ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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
K	5.00	7.00	4.35	31.25	24.00	14.13	28.75	39.00	33.70	35.00	30.00	47.83	80	100	92
1	3.33	12.33	1.35	8.33	13.70	16.22	41.67	23.29	21.62	46.67	50.68	60.81	60	73	74
2	5.80	0.00	0.00	31.88	20.00	13.16	31.88	46.15	40.79	30.43	33.85	46.05	69	65	76
3	8.00	15.49	1.45	30.00	26.76	13.04	28.00	23.94	53.62	34.00	33.80	31.88	50	71	69
4	16.18	19.64	16.92	36.76	32.14	26.15	26.47	33.93	20.00	20.59	14.29	36.92	68	56	65
5	17.31	33.33	15.09	48.08	27.27	37.74	19.23	24.24	22.64	15.38	15.15	24.53	52	66	53
6	37.50	36.17	17.39	37.50	25.53	41.30	12.50	14.89	13.04	12.50	23.40	28.26	32	47	46
All Grades	11.19	16.11	6.95	31.39	23.85	21.05	28.22	30.33	30.74	29.20	29.71	41.26	411	478	475

Table title: **Overall Language — Percentage of Students at Each Performance Level for All Students**

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
K	12.50	13.00	2.17	27.50	24.00	19.57	21.25	31.00	30.43	38.75	32.00	47.83	80	100	92
1	10.00	16.44	10.81	31.67	23.29	20.27	33.33	27.40	21.62	25.00	32.88	47.30	60	73	74
2	23.19	4.62	6.58	27.54	44.62	21.05	23.19	33.85	31.58	26.09	16.92	40.79	69	65	76
3	26.00	33.80	20.29	28.00	26.76	44.93	22.00	12.68	11.59	24.00	26.76	23.19	50	71	69
4	39.71	41.07	35.38	39.71	37.50	24.62	5.88	7.14	15.38	14.71	14.29	24.62	68	56	65
5	40.38	48.48	50.94	42.31	33.33	22.64	3.85	3.03	5.66	13.46	15.15	20.75	52	66	53
6	56.25	42.55	41.30	21.88	31.91	28.26	6.25	2.13	2.17	15.63	23.40	28.26	32	47	46
All Grades	27.01	26.57	20.63	31.63	30.75	25.47	17.52	18.62	18.95	23.84	24.06	34.95	411	478	475

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
K	1.22	3.00	4.35	4.88	18.00	10.87	46.34	57.00	55.43	47.56	22.00	29.35	82	100	92
1	5.33	8.22	1.35	18.67	5.48	6.76	14.67	27.40	21.62	61.33	58.90	70.27	75	73	74
2	13.85	1.54	0.00	16.92	13.85	5.26	13.85	18.46	34.21	55.38	66.15	60.53	65	65	76
3	0.00	8.45	0.00	14.08	12.68	1.45	40.85	26.76	26.09	45.07	52.11	72.46	71	71	69
4	3.57	10.71	3.08	14.29	16.07	21.54	53.57	26.79	20.00	28.57	46.43	55.38	56	56	65
5	13.95	24.24	1.89	11.63	10.61	3.77	58.14	30.30	56.60	16.28	34.85	37.74	43	66	53
6	9.38	17.02	6.52	40.63	25.53	19.57	31.25	27.66	41.30	18.75	29.79	32.61	32	47	46
All Grades	3.89	9.62	2.32	19.22	14.23	9.47	34.31	32.64	36.42	42.58	43.51	51.79	411	478	475

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
K	12.50	6.00	1.09	67.50	65.00	66.30	20.00	29.00	32.61	80	100	92
1	10.00	13.70	12.16	60.00	60.27	40.54	30.00	26.03	47.30	60	73	74
2	10.14	4.62	2.63	57.97	75.38	52.63	31.88	20.00	44.74	69	65	76
3	20.00	21.13	7.25	50.00	46.48	57.97	30.00	32.39	34.78	50	71	69
4	36.76	23.21	23.08	45.59	57.14	46.15	17.65	19.64	30.77	68	56	65
5	11.54	21.21	16.98	73.08	56.06	54.72	15.38	22.73	28.30	52	66	53
6	9.38	10.64	15.22	68.75	59.57	54.35	21.88	29.79	30.43	32	47	46
All Grades	16.30	13.81	10.11	59.85	60.25	53.68	23.84	25.94	36.21	411	478	475

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
K	20.00	24.00	5.43	41.25	40.00	44.57	38.75	36.00	50.00	80	100	92
1	30.00	32.88	14.86	43.33	27.40	43.24	26.67	39.73	41.89	60	73	74
2	46.38	43.08	23.68	28.99	36.92	39.47	24.64	20.00	36.84	69	65	76
3	40.00	40.85	46.38	36.00	29.58	26.09	24.00	29.58	27.54	50	71	69
4	47.06	58.93	43.08	38.24	25.00	32.31	14.71	16.07	24.62	68	56	65
5	78.85	74.24	67.92	5.77	10.61	11.32	15.38	15.15	20.75	52	66	53
6	78.13	68.09	65.22	6.25	12.77	8.70	15.63	19.15	26.09	32	47	46
All Grades	44.77	45.82	33.68	31.14	27.62	32.00	24.09	26.57	34.32	411	478	475

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
K	3.75	5.00	3.26	67.50	68.00	57.61	28.75	27.00	39.13	80	100	92
1	5.00	9.59	2.70	8.33	15.07	22.97	86.67	75.34	74.32	60	73	74
2	11.59	4.62	0.00	47.83	27.69	34.21	40.58	67.69	65.79	69	65	76
3	4.00	5.63	0.00	24.00	29.58	23.19	72.00	64.79	76.81	50	71	69
4	2.94	5.36	0.00	38.24	37.50	36.92	58.82	57.14	63.08	68	56	65
5	3.85	16.67	0.00	59.62	37.88	39.62	36.54	45.45	60.38	52	66	53
6	0.00	8.51	2.17	59.38	40.43	30.43	40.63	51.06	67.39	32	47	46
All Grades	4.87	7.74	1.26	43.80	38.28	36.00	51.34	53.97	62.74	411	478	475

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
K	26.25	31.00	20.65	53.75	38.00	52.17	20.00	31.00	27.17	80	100	92
1	1.67	13.70	2.70	28.33	36.99	36.49	70.00	49.32	60.81	60	73	74
2	5.80	3.08	3.95	39.13	40.00	56.58	55.07	56.92	39.47	69	65	76
3	22.00	18.31	0.00	52.00	46.48	37.50	26.00	35.21	62.50	50	71	64
4	26.47	39.29	21.54	44.12	35.71	40.00	29.41	25.00	38.46	68	56	65
5	30.77	46.97	16.98	50.00	22.73	58.49	19.23	30.30	24.53	52	66	53
6	43.75	48.94	32.61	43.75	29.79	52.17	12.50	21.28	15.22	32	47	46
All Grades	20.68	27.62	13.19	44.53	36.19	47.45	34.79	36.19	39.36	411	478	470

Conclusions based on this data:

1. In Oral Language, we see that in 23-24 all of the levels are equally distribute with a 20 to 25% in each level.

2. In Listening section, a majority of the students have scored in somewhat or moderately developed.

3. In the reading and writing domains, we notice a majority of our students are scoring in the beginning category.

School and Student Performance Data
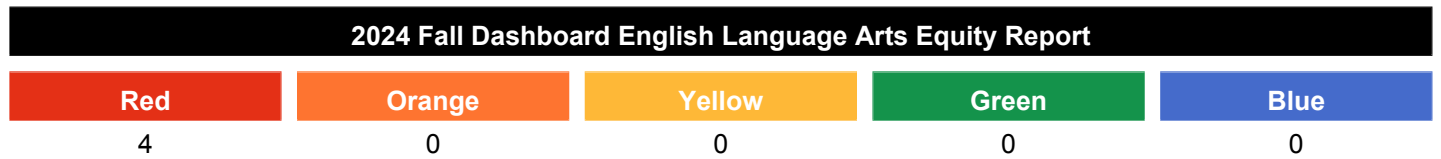
Student Population

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.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
863	**82.4%**	**51.9%**	**0.5%**
Total Number of Students enrolled in Cherryland Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	448	51.9%
Foster Youth	4	0.5%
Homeless	31	3.6%
Socioeconomically Disadvantaged	711	82.4%
Students with Disabilities	88	10.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	3.9%
American Indian	0	0.0%
Asian	27	3.1%
Filipino	17	2%
Hispanic	718	83.2%
Two or More Races	30	3.5%
Pacific Islander	21	2.4%
White	12	1.4%

Conclusions based on this data:

1. Cherryland has a significant number of English Language Learners (about 52%) and Socioeconomically disadvantaged students (about 82%).

2. About 52% of our student at Cherryland are English Language Learners, which is a significant number of students.

3. Cherryland has over 80%, which is a significant number of students who are Hispanic/ Latinx.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. English Language Arts and Math were our most significant areas in need of improvement as they were both very low.

2. Suspension rates and Chronic Absenteeism are areas of concern as they are still in the yellow area.

3. English Learner progress is also in the red, and in need of improvement.

School and Student Performance Data

Academic Performance
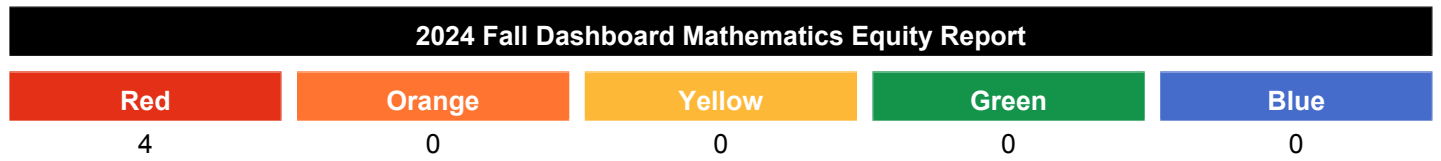## English Language Arts

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
74.5 points below standard	95.7 points below standard	114.0 points below standard
Declined 8.1 points	Declined 11.7 points	Declined 20.0 points
465 Students	290 Students	24 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	153.4 points below standard	79.5 points below standard
	Increased 25.2 points	Declined 9.2 points
2 Students	16 Students	405 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
138.1 points below standard	90.0 points below standard	0 Students
Declined 32.2 points	Declined 12.3 points	
59 Students	25 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
115.9 points below standard	Less than 11 Students	77.9 points below standard
Maintained 2.9 points		Declined 10.7 points
15 Students	10 Students	376 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
9.5 points below standard	76.9 points below standard	Less than 11 Students
Maintained 2.2 points	12 Students	
19 Students		8 Students

Conclusions based on this data:

1. Students with disabilities are in the red and are scoring below standard.

2. Due to the low number of students, some areas have no performance color.

3. Our English Language Learners make up a large number of our population and have scored in the red and are still scoring below standard.

School and Student Performance Data

Academic Performance
Mathematics

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
101.2 points below standard	108.5 points below standard	136.4 points below standard
Declined 7.2 points	Declined 6.5 points	Declined 7.2 points
475 Students	299 Students	24 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	126.8 points below standard	102.8 points below standard
	Increased 26.7 points	Declined 7.5 points
2 Students	16 Students	414 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
158.2 points below standard	117.5 points below standard	0 Students
Declined 20.1 points	Maintained 2.1 points	
59 Students	25 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
124.5 points below standard	Less than 11 Students	101.0 points below standard
Maintained 1.5 points		Declined 9.4 points
15 Students	10 Students	386 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
65.8 points below standard	131.8 points below standard	Less than 11 Students
Declined 8.5 points	12 Students	8 Students
19 Students		

Conclusions based on this data:

1. All students are still scoring below standard, and have declined about 7%.

2. Our students with disabilities are in the red and have declined 20 points.

3. English Language Learners are in the red, and are still scoring below standard.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
40.5% making progress.	80% making progress.
Number Students: 336 Students	Number Students: 15 Students

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			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
18.2%	41.4%	0%	40.5%

Conclusions based on this data:

1. A large number of our English Language Learners (40%) are making progress towards reclassification.

2. There are a small about of students at Cherryland who are considered Long Term English Learners.

3. There has been about 40% who have maintained levels or progressed at least one ELPI level.
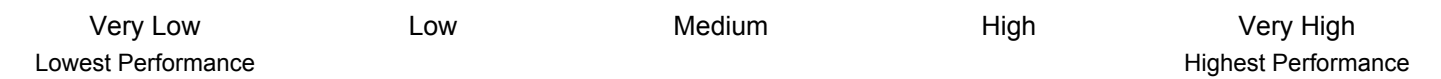
School and Student Performance Data

Academic Performance
College/Career Report

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.
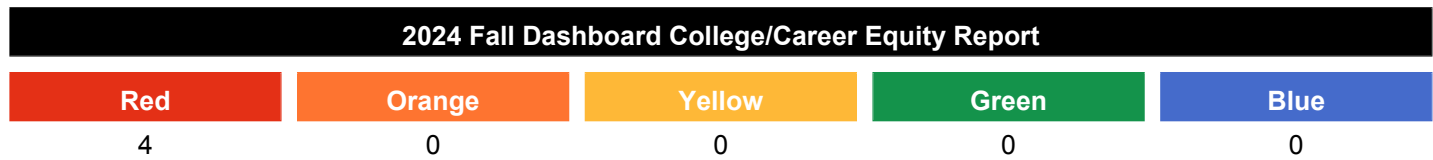
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data available in 2024.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
27.8% Chronically Absent	24.5% Chronically Absent	40% Chronically Absent
Declined 18.3	Declined 21	Increased 6.7
932 Students	555 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	30.6% Chronically Absent	28.7% Chronically Absent
	Declined 13	Declined 18.4
3 Students	36 Students	787 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
33.6% Chronically Absent	51.4% Chronically Absent	0 Students
Declined 19	Increased 10.5	
110 Students	37 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
21.9% Chronically Absent	0% Chronically Absent	26.3% Chronically Absent
Declined 9.2	Declined 24	Declined 20.6
32 Students	17 Students	778 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color
20.6% Chronically Absent	81% Chronically Absent	30.8% Chronically Absent
Declined 18.3	Declined 1.4	Declined 28.1
34 Students	21 Students	13 Students

Conclusions based on this data:

1. About 23% of our 900+ students are chronically absent and have scored in the yellow. We have increased participation in our Attendance Matters meetings.

2. A majority of our students are English Learners and of those students about 25% are chronically absent.

3. In the Cherryland dashboard report, Cherryland has scored in the orange and the yellow.

School and Student Performance Data

Academic Engagement
Graduation 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Conditions & Climate
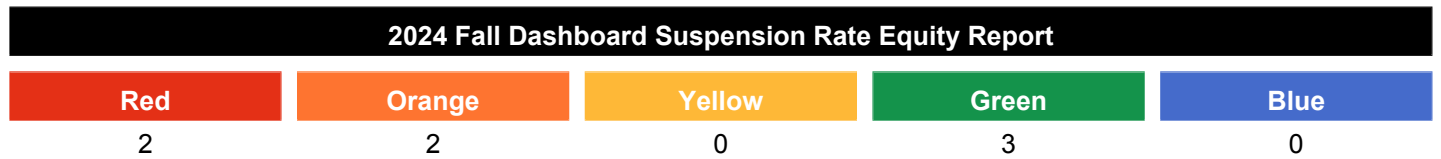## Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	3	0

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

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
1.9% suspended at least one day	0.7% suspended at least one day	4% suspended at least one day
Maintained 0%	Declined 0.7%	Declined 4.3%
960 Students	568 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Green
Fewer than 11 students - data not displayed for privacy	4.9% suspended at least one day	1.7% suspended at least one day
	Maintained 0.2%	Declined 0.5%
3 Students	41 Students	810 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
3.6% suspended at least one day	14.6% suspended at least one day	0 Students
Maintained 0.2%	Increased 6.6%	
110 Students	41 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
5.9% suspended at least one day	0% suspended at least one day	0.8% suspended at least one day
Increased 5.9%	Declined 4%	Declined 0.5%
34 Students	17 Students	799 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color
11.8% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Increased 9%	Declined 5.9%	Declined 4.8%
34 Students	21 Students	14 Students

Conclusions based on this data:

1. When reviewing the data for all students, we see that we have maintained the percentage.

2. African American, Asian, and two or more races have increased in the past year.

3. Three of the groups are categorized in the green because of the decline.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy
Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students will increase performance on CAASPP ELA by 5 points.

Dual Language schools only: In addition to English language arts, students at Cherryland will increase proficiency in their program's target language (i.e. Spanish) by 5 points as measured by local assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 2 Implementation of State Standards

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

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?
The primary source of Data is the 2024 California Assessment of Student Performance and Progress (CAASPP) results including a subgroup analysis of Special Education (SPED), African American (AA), English learners (EL), students in foster care and Latinx students. Formative Assessment Data, ELPAC, and the 2024 English Language proficiency assessments for California (ELPAC), and Interim CAASPP Assessments.

Group data to be collected to measure gains:
Professional Learning Communities (PLC), Cycle of Inquiry, Backwards Mapping, Vertical Collaboration, Data talks with School Site Council (SSC) and English Learner Advisory Committee (ELAC), Data talks and feedback from African American parents at AASAI meetings, Individual data conferences with teachers.

Strategy:
Develop strategies and actions to facilitate best practices school wide, support a culture of collaboration and public conversation around teaching and learning that provides teachers with a sense of agency in increasing student achievement including the use of AB/AR and SEL practices.

Response to Intervention (RTI)
1. ELA/SLA small group instruction
2. After School, teacher led, interventions
3. SES programs
4. 1 to 1 computers and the use of software as intervention
5. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teacher, Staff, Students, and Parents)

Professional Development
1. Implement ABAR strategies; Continue learning ABAR strategies
2. Implement SEL strategies; Continue learning SEL strategies; teaching lessons; attending PD
3. Implement ART is Education Strategies
4. Pursue multilingual supports for BA teachers and students
5. Use Cycle of Inquiry/Backwards mapping/Vertical Collaboration to support professional growth
6. Continue Professional Development with Benchmark Advance and Adelante
7. Seek out professional development for K-2 Phonics/Taller
8. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

Purchase Supplemental Reading Materials
1. Provide funds for classroom supplies and materials (may include programs, books, etc.)
2. Provide online programs to support individual/ grade level needs
2. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

Groups participating in this goal (e.g., students, parents, teachers, administrators):
African American Students, Special Ed Students, English Language Learners, Students who have not met or nearly met the standard for ELA, socioeconomically disadvantaged students, Latinx, and BIPOC students

Anticipated annual growth for each group:
By 2025 the percentage of all students meeting the standard in reading language arts will increase from 25% to a minimum of 35%. There will also be an improvement in the distance from meeting the standard and color band in the California Dashboard for each the subsequent subgroups :
English learners will improve from red to orange moving from -95 to -60 average distance from meeting the standard.
African American will improve from -90 to -70 average distance from meeting the standard.
Latinx students will improve from orange to yellow moving from -78 to -58 average distance from meeting the standard.
Special Education Students will improve from orange to yellow moving from -71 to -55 average distance from meeting the standard.
Socio Economically Disadvantaged students will improve from red to orange moving from -80 to -60 average distance from meeting the standard.

Means of evaluating progress toward this goal:
CAASPP 2024, Formative Assessment Data, ELPAC, BAS, BPST, Benchmarks, Interim CAASPP Assessments.

How does this goal align to your Local Educational Agency Plan goals?
The LEA has the same minimum goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

The Cherryland student population was about 6% exceeding the standard, 18% meeting the standard, 20% nearly meeting the standard and 55% not meeting the standard in the year 2024 on the ELA CAASPP Exam. The various subgroups identified as target subgroups performed at similar or lower levels.

Which Educational Partners were involved in analyzing data and developing this goal?
Staff, and parents were involved in the formation of these goals. SSC, ELAC, SBDM, PTO, ILT and informal surveys during parent engagement events such a coffee with the principal and at the African American Student Achievement Information nights.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	24% of all 3rd - 6th graders met/ exceeded standards in 2024	31% met / exceeded for 2025
Fastbridge (K-2 English)	22% of K-2 SEI students were on track or at low risk	35% of K-2 students will be on track or at low risk
Fastbridge (K-2 Spanish)	33% of K-2 Bilingual students were on track or at low risk	40% of K-2 Bilingual students were on track or at low risk

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	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. There will also be opportunities for teachers to share data with staff, families, and administration during meetings or conferences. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in ELA. The purchase of online program will continue to monitor and support reading skills in all grade levels.	All students will increase their mastery of ELA standards.	2450 Title I 1000-1999: Certificated Personnel Salaries Release Days for teacher/ sub coverage 12690 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 7200 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Lexia 6000 Title I 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring 6488 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para

				1750 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plan 12750 Title I 4000-4999: Books And Supplies Materials and Supplies 2736 Title I 5800: Professional/Consulting Services And Operating Expenditures Lexia 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Flocabulary 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, we implemented the strategies and activities that we committed to for the 24-25 school year. Although our results did not yield our expectations, we supported our students' needs. The paraeducators were able to work with students in TK through 6th grade in both SEI and BA classes. Students showed progress in reading and writing skills during their intervention time. The paraeducators worked in small groups, pushed-into the classroom or were pulled out to work. Our online programs were utilized by most teachers and students, during the school day and after school intervention to support their foundational reading skills. In order to keep everyone informed, we provided subs for classrooms to allow teachers to attend meetings to discuss growth, progress, and interventions to support the needs of their students with their guardians. With all of these supports in place, we were not able to meet the goal and will likely need to carryover into the 25-26 school year.

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

We were able to implement most of what we had budgeted for this school year. We were not able to provide after school tutoring with Study Smart Tutors. We were able to utilize our teachers and support our students with RTI after school instead, but only a small amount of students were serviced with this RTI after-school tutoring. Only a few of our teachers participated in this to provide tutoring to our 900 + students. As a support during school, the teachers and staff used Lexia an online program to support the needs of each classroom. We were able to see the growth and progress with students reading scores on Lexia. Flocabulary and Seesaw did not necessarily see growth, but teachers were able to use them to provide lessons for ELD and ELA as well as communicate with families.

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

For the 2025- 2026 school year, we will continue with the paraeducator. Because of budget shortfall we have reduced their hours. We will need to break up the time with this paraeducator, where they work with select groups for a certain number of weeks and then move on to other select groups. This is one way we can support needs of several students across the campus instead of just 30. After looking at the survey results from parents, staff, and teachers, there will also be a school wide focus on one online program, Lexia. Lexia was the program that was utilized most by all grade levels. We also saw the most growth with our students and their fundamental reading skills.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Deeper Learning -- Mathematics**
> Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All student groups will increase performance on CAASPP Math by 5 points.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LEA Goal:
>
> 21st Century Success for Math
> All students will master the Common Core standards in Math or demonstrate growth towards mastery. The number of students who attain proficiency or advanced will increase by a minimum of 10% in Math based on the 2023 CAASPP results. The number of students scoring below basic will decrease by a minimum of 5% in Math based on the 2023 CAASPP results. Overall each subgroup will reduce the average distance from meeting the standard by 10 points as evidenced by the California dashboard on the 2023 CAASPP exam. (All students: English Language Learners, Socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups)
>
> State Priorities:
> - 2 - Implementation of State Standards
>
> LCAP Goal:
> - All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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

What data did you use to form this goal (findings from data analysis)?
- 2024 CAASPP Math Summative Assessment Subgroup analysis (SPED, AA, EL, Latinx)
- 2024 Cherryland School Dashboard from the California Department of Education

Group data to be collected to measure gains:

- 2024 School Year CAASPP Math Results aggregated by subgroup
- Summative data from targeted strategic interventions
- Teacher afterschool interventions (RTI)
- Intervention and learning programs such as IXL, Lexia, etc.
- Data from program used by ELL specialists.

Strategy:

We have developed strategies and actions to systematize best practices school-wide and developed common core standards-aligned units of instruction, support a culture of collaboration, and public conversation around teaching and learning via the use of data that provides teachers with a sense of agency in increasing student achievement that establishes professional learning communities.
- Response to Intervention (RTI) strategy to provide targeted content-specific instructional interventions to increase the achievement of low performing subgroups
- Strategies to increase student engagement and teach to multiple learning modalities in order to increase student achievement
- SEL strategies to promote a sense well-being which is a marker for academic achievements
- Culturally responsive (anti-bias/anti-racist) strategies to ensure the inclusion of all students.

How does this goal align with your Local Educational Agency Plan goals?
The LEA goal has the same goal for a minimum 10% increase in the number of students meeting or exceeding the standard in this subject area.

What did the analysis of the data reveal that led you to this goal?
- 80% of the students who took the CAASPP exam in May of 2024, did not meet or exceed the Math standard.

Which Educational Partners were involved in analyzing data and developing this goal?
- Certificated and Classified staff
- Parents
- SSC
- AASAI
- ELAC
- SBDM
- PTO
- ILT

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	11% of all the 3rd - 6th Grade students met/ exceeded standard in 2024	18% of all the 3rd - 6th grade students will meet/ exceed standard in 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. The school will also provide more help from a paraeducator as well as supplemental programs. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in Math. Teachers will be able to meet with families, staff, and grade level teams to support the review of data and lesson implementation	All students at Cherryland need support in Math standards to master their knowledge. Working in small groups, working with an additional person, and working with a supplemental program will hopefully support their needs to master these standards.	12270 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 6000 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring 6488 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 12750 Title I 4000-4999: Books And Supplies Materials and supplies 2450 Title I 1000-1999: Certificated Personnel Salaries Release days for teachers 1750 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs 0 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bilingual/ Biliterate 0 LCFF Supplemental and Concentration Funds

				1000-1999: Certificated Personnel Salaries Release days for teachers

Annual Review

SPSA Year Reviewed: 2024-25

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 strategies set forth overall were effective and implemented for this particular goal. RTI was provided to a small percentage of students in the upper grades. This was provided by teachers who wanted to do after school tutoring to support students in Math. Within this goals we were also able to provide substitutes for teachers to attend meetings - 504 Plans, SSTs, and IEPs. Teachers were able to provide progress during these meetings and other interventions that were needed in the future. The release days were a challenge for us this year. We were not able to provide these release days to the teachers to collect data and discuss lessons for future. All of these activities kept everyone informed about the data and the progress. Teachers were able to order and receive supplemental materials to support the needs of their students within their classroom.

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

We were able to implement most of the aspects we had budgeted for. We ran into a challenge with the release days. We were not able to obtain enough subs to cover all classes and provide equity to all classrooms across the school. Not all grade levels were given the opportunity to attend after school tutoring. After school tutoring was provided to a small amount of students within the school because not all teachers in all grade levels participated in the tutoring. We will continue to look at reaching a larger amount of students next year with RTI or after school tutoring to help support the needs in Math.

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

In the 2025 - 2026 school year, we hope to provide more support to all students during the school day with more consistent analysis of data. In order to help support the planning of lessons and supports, teachers need more time to work with their grade levels to plan and assess data from the students work. Working with grade levels, would allow more comprehensive lesson plans to be created.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development
Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 points.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 4 - Pupil Achievement

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

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?

- ELPAC Scores from the Spring of 2025, CAASPP trend data.
- . HUSD and Cherryland administered the ELPAC in person the past three years.
- ELPAC 2025 data to be used
- We will use the data and results from this new assessment to adjust this goal in the 2025-26 school year.
- Reclassification rates.
- Number of years students participated in ELD programs

Group data to be collected to measure gains:
Data talks:
- SSC
- ELAC with ELL parents
- Individual data conferences with teachers
- EL/RFEP Monitoring Forms

Strategy:
- 45 minutes of Designated ELD school wide English Language Development daily (30 minutes in Kindergarten)
- Computer based intervention
- Targeted small group interventions with:
- EL Specialist
- Bilingual Bi-literate Paraeducator
- Teacher (in school and after school RTI)

This is designed to provide targeted intervention in English Language Development in order to provide support to ELL's that will improve their overall performance on CAASPP, and ELPAC in order to meet ELPAC criterion for annual progress, reclassification, and the reduction of long term ELL.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Language Learners
- English Language Advisory Committee (ELAC)
- School Site Council (SSC), Principal, Assistant Principal
- ELL Specialists
- Bilingual Bi-literate Para-educator

Anticipated annual growth for each group:
- By April 2026 the percentage of English Language Learners gaining proficiency in English will increase from 7% to 10% in order to move toward the state defined growth expectations as measured by ELPAC English Proficiency.
- An increasing percentage of English language learners will attain English language proficiency annually:
- By June 2026 the percentage of English learners attaining English language proficiency in fewer than 5 years will increase from 10% to 15%, in order to move toward state defined expectations for meeting the ELPAC criterion for English language proficiency
- By June 2026 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 6% to 8% in order to move toward state-defined expectations for meeting the ELPAC criterion for English language proficiency

Means of evaluating progress toward this goal:
- CAASPP Data
- F&P (Fastbridge)
- BPST
- Reclassification Criteria
- ELPAC Scores

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area

What did the analysis of the data reveal that led you to this goal?
- Approximately 12% of ELL students at Cherryland are eligible for reclassification based on ELPAC and CAASPP.

- Increasing the reclassification rate by 10% is a reasonable and attainable goal.

Which Educational Partners were involved in analyzing data and developing this goal?
- Certificated and classified staff and parents were involved in the formation of these goals.
- SSC
- ELAC
- SBDM
- ILT
- Informal surveys and data analysis during parent engagement morning/nights at the Coffee with the principal

Actions to improve achievement (if applicable).
1. Access to reading programs
2. School wide leveled ELD Block
3. Computer Based Interventions (Raz Kids, BrainPop, IXL, EPIC, Lexia)
4. ELL interventions (LLI Interventions and Soluciones)
5. Targeted strategic interventions
6. Teacher after school interventions
7. EL Progress monitoring
8. ELPAC Academies with students and parents
9. Staggered Reading

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
ELPI	40% progressed at least one ELPI level	45% will progress at least one ELPI level

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	Cherryland will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as more small group support. Continued discussion with grade level teams and families will support the growth in levels.	All of our EL students at Cherryland need support in ELD standards to master their skills. Working in small groups and working with an additional person will hopefully support their needs to master these standards.	10488 Title I 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 2450 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 1750 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 0 Title I 5000-5999: Services And Other Operating Expenditures Reclassification/ Awards 0

				LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 0 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 0 Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 0 Title I 5800: Professional/Consulting Services And Operating Expenditures Flocabulary/ Nearpod

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We feel that the overall implementation of this goal has been effective. For the past three years, we have had two ELL Specialists who are able to support ELD strategies and work with ELs. The ELL Specialists along with the paraeducators were able to provide intervention reading groups to a some of our EL students. Not all of the EL students were supported with this as we have over 400 EL students. Throughout the year we continued to enroll more EL students who needed support as well. We were able to communicate with teachers and families to try and find resources to support the needs within the school and outside of school. In order to support, all teachers participated in integrated and designated ELD occurred throughout the year with all students in all grade levels.

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

Reviewing the past year, there is no major difference in the intended implementation of the budgeted expenditure for this goal and the actual expenditure. We were able to supply a paraeducator to support the classrooms and students. Additional resources to support our newcomers have been a challenge.

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.

Cherryland has had two ELL Specialists and paraeducators to provide support and provide intervention to our EL students. The classroom teachers are teaching ELD on a daily basis. Having a Bilingual paraeducator/ paraeducator funded by SSC to help support student and their skills is also supportive. We hope to continue all of this support for our EL Learners in the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts
Deeper Learning -- Visual and Performing Arts: Cherryland will promote a focus on arts education by ensuring that all students have access to a VAPA-related activity on a bi-monthly basis, either through school wide activities. Elementary teachers will implement VAPA activities (integrated or stand alone) on a bi-monthly basis using a variety of discourse techniques.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Deeper Learning -- Visual and Performing Arts: Cherryland will promote a focus on arts education by ensuring that all students have access to a VAPA-related activity on a bi-monthly basis, either through school wide activities or individual classes. Elementary teachers will implement VAPA activities (integrated or stand alone) on a bi-monthly basis using a variety of discourse techniques. Teachers will be able to get the support from a VAPA instructor.

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.

All Students need the opportunity to participate in Visual and Performing Arts to support the district master Plan during the 2024 -2025 school year.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts Integration in the content areas	Inconsistent, uneven implementation of arts integration among teachers at the site	Bi-Monthly arts integration activities implemented consistently in all classrooms.

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	Cherryland will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering during school and after school enrichment throughout the school year.	All students will be provided opportunities to display their artistic abilities.	0 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Release Day for teachers to collaborate

				0 Title I 1000-1999: Certificated Personnel Salaries Grade Level Release time to plan and observe 0 Title I 4000-4999: Books And Supplies Art Enrichment (Supplies)

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024 - 2025 school year, the strategies and activities under this goal have been effective and have been implemented as intended. Throughout the school year, our VAPA teacher provided professional development to all grade levels. Additionally, each grade level received dedicated VAPA class time for an entire trimester. This allowed students to fully engage with the new materials and supplies that were purchased. Both students and teachers had the opportunity to learn new skills using the updated devices and resources. The program also included family nights and school assemblies, which were well-attended and enjoyed by all. These events fostered community involvement and generated excitement and anticipation for future activities.

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

After participating in classes with the VAPA teacher, classroom teachers were able to support the schoolwide Art Show which was an intended implementation and budgeted 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.

Cherryland received VAPA funds to support VAPA goals for the 2024-2025 school year. This budget will not be provided for the 2025-2026 school year. We hope that there will be other opportunities for the school - teachers, staff, and students to visit other schools who may have a Makers Space or dedicated VAPA teacher.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- School Climate and Social Emotional Learning
Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a monthly basis, either through standalone SEL curriculum or culture/climate initiatives. 5th grade students will report a 5 point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 6 - School Climate

LCAP Goal:
- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?
- CA Dashboard Data - Suspension Data
- Office Referral Suspension/expulsion data from 2024 and 2025
- Parent attendance sign in sheets for events in 2023-2024 and 2024 and 2025

Group data to be collected to measure gains:
- District suspension and expulsion reports
- SWIS Data
- PBIS team/admin team and school staff will review behavior data monthly to identify trends
- Focus supervision on areas of high need, and time, and more efficiently allocate supervision resources and meet the needs of students
- Community Engagement Staff member will chart parent participation/engagement and conduct surveys.

Strategy:
- PBIS is an evidence-based approach for establishing a positive social culture in schools that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.
- Under the general supervision of an assigned administrator the family engagement specialist will work with the parents as well as coordinate and carry out activities designed to increase parent involvement, parent advocacy, parent education, and outreach into the community and collaboration with community agencies such as the Adult School.
- Coordinate parent involvement and education in various school programs, subjects and other activities in order to improve the communication between home and school as well as the academic success of the students
- Ensure that equity of opportunity and access to programs are attainable to all students and families. Assist parents in becoming advocates for students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
- African American Students
- Special Ed Students
- English Language Learners
- Native American students
- Latinx
- Students not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
Decrease in the total number of students suspended, and decrease in the percentage of total suspensions attributable to African American students and students with disabilities.

Means of evaluating progress toward this goal:
- Suspension, expulsion, detention, and referral data, including, time, location, and incident type, by individual student, by grade level, and school wide.
- Parent sign in sheets and surveys

How does this goal align to your Local Educational Agency Plan goals?
- The LEA has the same goal plan in this area.

What did the analysis of the data reveal that led you to this goal?
Our California dashboard data indicates an increase in suspensions for the 2023-2024 and then the 2024-2025 school year. In particular the subgroup of African Americans were in at the red level indicated the lowest level of performance. This along with the California Healthy Kids Survey data is evidence that we had a decline in our school climate and need to dedicate more resources to support this goal.

Which Educational Partners were involved in analyzing data and developing this goat?
Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI, SBDM, and formal and informal surveys and data analysis during parent engagement events supported the development of this goal.

Actions to improve achievement
- Prevention Focus

- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation
- Restorative Justice Practices
- Family engagement and equity specialist
- Parent engagement and education opportunities
- Strategic ABAR training

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	2% of students are suspended at least one day	Decrease by 1%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Cherryland will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. There will be extra support to continue to create a safe and inclusive space for all students to learn.	All students in grades TK through 6th grade, will benefit from the additional resources given to all teachers and staff to support SEL in classrooms.	17,010 Title I 2000-2999: Classified Personnel Salaries Noon Supervisor 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Conferences 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Seesaw 0 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Student Council 0 Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences 0 Title I

				5800: Professional/Consulting Services And Operating Expenditures Contracts

Annual Review

SPSA Year Reviewed: 2024-25

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 overall implementation described in this goal was effective for those who utilized Seesaw, an online platform that allows teachers to assign homework and communicate directly with parents. This tool has been widely adopted in the primary grades, particularly TK through 2nd grade, where it has significantly strengthened home-school communication. Establishing strong communication in the early years is a priority, with the hope that it continues consistently through the upper grades. In the lower grades, Seesaw has been well-received by both parents and teachers, fostering meaningful engagement. However, the impact of this communication tool has been mixed in the upper grades. According to results from the California Healthy Kids Survey (CHKS) administered annually to 5th grade students, there is a noticeable decline in school climate indicators as students progress through the grades. To address these concerns, a consistent approach to professional development focused on Social-Emotional Learning (SEL) is needed. Such efforts can help reduce student referrals and suspensions while promoting a more positive and supportive climate across all grade levels.

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

Our PBIS team continued to meet throughout the year and provide monthly assemblies to support a theme or a trend that we have noticed school wide. These strategies worked with most grade levels, but are working to decrease the number of students who experience social and emotional challenges. The intended implementation of Seesaw was to support communication amongst staff, families, and students. We were able to do this with the budget 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.

In the 2025 - 2026 school year, we will not be able to fund Seesaw as a communication tool. School wide we will be able to use other programs that may be free. There will be consistent communication school wide. There were no significant changes to this goal as we were able to provide the resources allocated.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement
Relationship-Centered Schools -- Parent Engagement: Cherryland will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

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

Parents engaged in their child's education have more connectedness with the school and the community.

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
Parent Meetings	3% of the parents participate in meetings	5% will participate in meetings

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Cherryland will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing (am and pm sessions), translation for parents, and more emphasis on parent-requested topics of discussion.	All families will be supported with more opportunities to be engaged at their child's school.	480 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Fingerprinting 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teachers to train parents 0 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Parent Engagement and Education

				0 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Child Care 0 Title I 4000-4999: Books And Supplies Technology

Annual Review

SPSA Year Reviewed: 2024-25

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 activities under this goal have been effective this school year. The strategy of district funding a full time Family Equity and Engagement Specialist has led to an increase in opportunities and effectiveness of parent engagement activities Attendance is up at meetings and parent involvement steadily increased as we went through the year. .

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

There are currently no major differences between the intended implementation or budgeted 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.

SSC reviews the use of LCFF funds in the budget for this goal for the 2025-2026 school year. The decrease in funding has affected the ability to provide parent education. We will look for other resources to provide to parents.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism
Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Cherryland will decrease chronic absenteeism by 5% in the 2025-26 school year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 8 - Other Pupil Outcomes

LCAP Goal:
- Increase average daily attendance by 1%

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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.

What data did you use to form this goal (findings from data analysis)?
- California Dashboard data on Chronic absenteeism
- District and Site Average Daily Attendance Data. For 2024-2025, Cherryland had a yearlong ADA of about 93%, indicating that daily attendance increased from 89% the previous year.
- In the past few years, we have increased our ADA from year to year. 2022-2023 was 89%; 2023-2024 was 92%; currently 93%.

Group data to be collected to measure gains:
- Daily Attendance
- SART
- SARB
- Weekly attendance reviews at admin team
- Monthly perfect attendance award
- Trimester perfect attendance celebrations
- Daily absence calls
- truancy letters
- monthly newsletters
- marquee.

Strategy:
- Attention to Attendance, Every Student Every Day
- Insuring accurate timely daily attendance collection
- consistent use of SART and SARB process
- Weekly attendance reviews at admin team, monthly attendance reviews with whole staff
- Trimester perfect attendance awards
- Weekly best attendance by class celebrations
- Daily absence calls
- Truancy letters
- Monthly newsletters
- Marquee
- Attendance Matters Meetings

Groups participating in this goal (e.g., students, parents, teachers, administrators):
English Language Learners, Socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
ADA to grow by a minimum of 3% so that our year long ADA is 96% and decrease chronic absenteeism by 2%.

Means of evaluating progress toward this goal:
Average Daily Attendance, California Dashboard

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The 93% in 2024-2025 ADA rate did not meet the district wide goal of 96%.

Which Educational Partners were involved in analyzing data and developing this goal?
Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI SBDM, PTA, the Admin team, and informal surveys and data analysis during parent engagement nights, As well as Parents at the Coffee with the Principal supported the development of this goal.

Actions to improve achievement to exit program improvement (if applicable).
- Parent engagement activities and education around attendance,
- Outreach to families of Chronically absent students
- SART meeting
- SARB meetings
- Saturday attendance academies

- Perfect attendance, improved attendance, and weekly class attendance awards.

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 records	27.8% of our students are chronically absent.	Decrease this number to 22% of students will be chronically absent.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Cherryland staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students and families need to be provided with opportunities to discuss attendance and the importance of it.	0 Title I 4000-4999: Books And Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 overall implementation and effectiveness of the strategies under this articulated goal continues to have mixed results. The implementation of more attendance meetings to support the parent need to receive more information about attendance has helped families understand the need of communication.

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

There are currently no major differences between the intended implementation or budgeted 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 less money provided in LCFF to support this continued meetings. We will have to figure out another way to inform parents about attendance needs to increase student attendance.

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	$107,894.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,950.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$72,584.00
Title I Part A: Parent Involvement	$0.00

Subtotal of additional federal funds included for this school: $72,584.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$32,640.00
Title I: Schoolwide Program	$20,726.00

Subtotal of state or local funds included for this school: $53,366.00

Total of federal, state, and/or local funds for this school: $125,950.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	80,652	48,012.00
Title I Part A: Basic Grants Low-Income and Neglected	123,589	123,589.00
Title I Part A: Parent Involvement	2,000.00	2,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	32,640.00
Title I	72,584.00
Title I Part A: Parent Involvement	0.00
Title I: Schoolwide Program	20,726.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,600.00
2000-2999: Classified Personnel Salaries	40,474.00
4000-4999: Books And Supplies	50,460.00
5000-5999: Services And Other Operating Expenditures	480.00
5800: Professional/Consulting Services And Operating Expenditures	9,936.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	24,960.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	480.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	16,850.00
2000-2999: Classified Personnel Salaries	Title I	27,498.00
4000-4999: Books And Supplies	Title I	25,500.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,736.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	0.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	7,750.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	12,976.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,064.00
Goal 2	41,708.00
Goal 3	14,688.00
Goal 4	0.00
Goal 5	17,010.00
Goal 6	480.00
Goal 7	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Heidi Andrews	Principal
Christine Rollins	Classroom Teacher
Nancy Chacon	Classroom Teacher
Amy Lindahl	Classroom Teacher
Sarah Blackburn	Other School Staff
Alma Rosa Soto Panuco	Parent or Community Member
Mariela Yanzon	Parent or Community Member
Jorge Guerrero	Parent or Community Member
Cynthia Veloz-Montes	Parent or Community Member
May Anilhongse	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
Alma Soto	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/25.

Attested:

Signature	
Heidi Andrews	Principal, Heidi Andrews on 5/19/25
Christine Rollins	SSC Chairperson, Christine Rollins on 5/19/25
Alma Soto	ELAC Representative, Alma Soto on 5/19/25