



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harder Elementary School	01611926000996	March 26, 2025	June 25th, 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 Harder Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

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 the result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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Plan Description

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

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

Schoolwide Program

Schoolwide Program

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 the result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

To ensure alignment with HUSD's LCAP and Strategic Plan, Harder will focus on the following strategic goals and actions:

- * Continued professional learning and collaboration opportunities for teachers in various areas such as writing and small group reading instruction
- * Use various forms of data to analyze and drive our instruction
- * Continued development of practices to engage parents in school activities and workshops

Educational Partner Involvement

How, when, and with whom did Harder 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 annual review and update of this document involves several school groups : School Site Council (SSC) members , Site Based Decision Making (SBDM) members , and Instructional Leadership Team (ILT) members. These groups review the document at various periods during the year and provide input as necessary and relevant to their school roles. For example, the ELAC parent group has provided advocacy and input regarding Long-term Emergent Bilingual's needs (English Learners). Their input leads to revisions and actions for the English Learners Goal and any other areas needed for English Learner Improvement.

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.

Harder Elementary struggles in meeting the social-emotional needs of all students. The school's limited counseling resources are stretched out to support individual behavioral and emotional needs at the site. Students are referred to outside agencies through our CARE solace partnership but unfortunately many parents cannot take advantage of those resources for various reasons such as lack of transportation at home or work hours. Onsite counseling is the best form of support to our families and so we continue to creatively schedule ways to support students with the given counseling resources.

After analysis of the data, another area of inequity is students' access to instruction due to excessive absences. When students miss days, they receive insufficient instruction to make the necessary academic growth for the year.

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.

English Language Arts - Declined 7 points, 85.2 points below standard
Mathematics - declined -2.4 points, 111 points below standard
Suspension Rate - Increased 1%, 5.6% suspended at least one day

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.

African American students increased 3.1%, 8.5% suspended at least one day. Number of students 47.
Attendance: Two or More Races: 1.1% increased, 37.5% chronically absent. Number of students 32.

Other Needs

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

aReading (2- 6 grades) Winter 2023

On-track 10%
Low-risk 18%
Some Risk 23%
High Risk 49%

aReading (2-6 grades) Winter 2024

On-track 7%
Low-risk 19%
Some Risk 27%
High Risk 47%

earlyReading (K-1 grades) Winter 2023 English

Low Risk 22%
Some Risk 26%
High Risk 52%

earlyReading (K-1 grades) Winter 2024 English

Low Risk 23%
Some Risk 23%
High Risk 54%

earlyReading (K-1 grades) Winter 2023 Spanish

Low Risk 26%
Some Risk 41%
High Risk 33%

earlyReading (K-1 grades) Winter 2024 Spanish

Low Risk 37%
Some Risk 35%
High Risk 28%

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.

Reading: Harder will strive to grow 5% in the amount of students who are on track to meeting expectations according to district and local reading assessments in both English and Spanish.

Writing: Harder teachers will administer a writing task for informational, narrative and opinion writing. We will do a pre/post assessment at the beginning and end of each writing unit.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

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.

All student groups continue to show a decline in performance and remain in the red performance band for meeting standards in English Language Arts (ELA). Reading and writing persist as significant areas of concern, as evidenced by results from both the CAASPP and the Universal Reading Screener. These consistent patterns highlight an urgent need for comprehensive, targeted support in foundational literacy skills, particularly in reading comprehension and written expression, to improve student outcomes across all grade levels.

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
Use of Universal Screener measure student improvement.	aReading (2-6 Grades) Winter 2023 On_Track 10% Winter 2024 On_Track 7% earlyReading (K-1 Grades) Winter 2023 Low Risk 22% Winter 2024 Low Risk 23%	By Winter 2025 cycle, the student percentage of On-Track expectations will increase by 2% from the baseline and the percentage of Low Risk expectation will decrease by 2% from the baseline.
Use of On-demand writing assessments for each writing unit (e.g. narrative, informative, opinion)	Baseline data will be compiled at the beginning of each writing unit.	By the end of the school year, teachers will create writing baseline expectations for the continued writing

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>#1 In order to continue developing understanding of the Science of Reading and reading pedagogy, Harder will hire a 50% Reading Specialist/Coach to support students and teachers with reading and writing.</p> <p>Task: Reading Specialist/Coach support with reading intervention groups for students at high risk</p> <p>Reading Specialist/coach support teachers learn and implement reading and writing strategies</p> <p>#2 Harder will continue developing learning and collaboration in the pedagogy of writing.</p> <p>Tasks: * Teachers analyze writing samples and collaborate on instructional improvement, with a focus on equity for all students. * Professional coaching and collaboration throughout the year by Reading Specialist/coach and through grade level collaboration.</p> <p>#3 Develop a model and structure to support ongoing data analysis and professional learning for reading. Harder will continue to focus on explicitly teaching foundational reading skills in all K-6th grade classrooms.</p> <p>Tasks: *Paraeducator provide intense reading intervention Tier III in a 6 week cycles. *After school reading small group instruction for Tier III students *Reading Specialist/Coach to support grade levels with cycles of inquiry and data analysis</p> <p>Resources: * supplemental reading resources for teachers and students *Teacher release time *Paraeducators *Teacher extra hours reading small group instruction/intervention * After school reading intervention for students</p>	<p>All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and Students with Disabilities.</p>	<p>15288 LCFF 1000-1999: Certificated Personnel Salaries Reading Specialist/Coach 71712 Title I 1000-1999: Certificated Personnel Salaries Reading Specialist/Coach 2,000 LCFF 1000-1999: Certificated Personnel Salaries After school academic interventions 2,000 LCFF 4000-4999: Books And Supplies</p>

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 implementation of reading support strategies was comprehensive and multi-tiered. The reading specialist provided direct intervention to 60 students by March 2025, focusing on unfinished learning for the students and driven by assessments. Additionally, she collaborated with all grade-level teams to support lesson development and planning, ensuring alignment with effective reading instruction practices such as vocabulary and foundational skills.

To build teacher capacity, after-school professional development workshops were offered, which focused on strengthening instructional strategies in reading. These sessions contributed to increased consistency and intentionality in classroom reading practices across grade levels.

Furthermore, the school extended support beyond the school day through an after-school reading intervention program in partnership with the Ignite company. This program served 20 students, providing daily, targeted instruction in foundational reading skills.

Overall, the combination of direct student intervention, teacher collaboration, and extended learning opportunities reflects a well-implemented strategy to address reading challenges. While the full impact will require continued monitoring, the structure and reach of these supports suggest positive progress toward the articulated literacy goals.

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

All funds were utilized for the intended implementation.

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.

Due to a decrease in budget allocations, the school will fund a 0.5 FTE Reading Specialist instead of a full-time position. The goal will continue to prioritize Reading and Writing, as these remain critical areas of need based on both local and state assessment data. Strategies will be refined to maximize the impact of the reduced specialist time, with a continued focus on foundational skills, vocabulary development, and writing instruction. These changes are reflected in the updated Resource Allocation and Action Plan sections of the SPSA under Goal 1.

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 mathematic 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 2% overall score.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

All students master the Common Core Standards 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.

Based on the analysis of the CAASPP assessment, Math is at 111 points below standard compared to 85.2 points below standard in ELA. The difference between reading and math increased from previous 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
Grade levels create local assessments	Each teacher creates its own assessments	Utilize similar local assessments per grade 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
2.1	<p>#1 Teachers will collaborate during grade level meetings to generate common grade level progress monitoring assessments. The teams will engage in data analysis cycles.</p> <p>Possible data to be collected and analyzed to determine areas of professional learning and student focus:</p> <p>* IXL diagnostic assessment and the district's K-2 and 6th grade Math Benchmark</p>	All Students	<p>1000 LCFF 4000-4999: Books And Supplies</p>

	* CAASPP math results (3-6) * Unit curriculum tests		
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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.

Instructional Leadership Team (ILT) teachers attended math training and shared key learnings with their respective grade-level teams. As a result, teachers began to calibrate expectations and collaborate on the development of grade-level common assessments and a scope and sequence aligned to the standards. This collaboration has initiated greater coherence and consistency in math instruction across grade levels. While still in early stages, these efforts have laid the foundation for more aligned instructional practices and improved data-driven instruction.

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

The school was unable to implement a designated math team as originally planned due to a lack of staff volunteers. Instead, the intended collaborative work was carried out through the support of the Instructional Leadership Team (ILT) and grade-level teams. While this adjustment allowed for progress toward the goal, it may have limited the depth and focus of math-specific professional development and planning initially envisioned.

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.

As a result of the analysis, the school will shift its approach by utilizing teacher leaders to offer voluntary after-school workshops. These workshops will be developed based on teacher feedback to ensure they are aligned with staff-identified areas of need. This strategy aims to build site-based capacity and foster professional collaboration. These changes will be reflected in the updated SPSA under the strategies/activities section for professional learning and teacher support.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

- 21 st 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 .

LCAP Goal :

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

* English Learners will show language proficiency growth on their ELPAC assessments

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.

Only 0.5% of the Multilingual learners maintaining level 4 ELPI level.

The lowest percentage of students with well developed performance is in reading (6.76%) and writing (8.87%).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC test	Determine Long Term students and their levels.	Identify Long Term English Learners by October 2025 to provide small group reading support and EL academy.
Local Reading Assessments	Baseline data to be collected in the fall for all Long Term EL students.	By the end of the 2025-2026, Long Term EL students to increase their reading level by 1 year's growth.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>To identify long-term emergent bilinguals in order to focus in-class and after-school intervention and supports across content areas.</p> <p>Based on ELPAC data and input from our ELAC parent community, the focus students will be our Long Term Multilingual learners in grades 4th-6th who are not meeting the annual expected growth.</p> <p>TASK Step 1: Data Analysis Staff will identify long-term emergent bilinguals for the current year. Staff will analyze their strengths and needs</p> <p>Step 2: Resources Staff will identify resources for in-class instruction or after school intervention</p> <p>Step 3: Cycle of Inquiry * Collaboratively plan lesson that provide scaffolds in various content areas such as math. * Identify teaching focus and skills for focused group.</p> <p>Step 4: Assessments * Use local assessments to monitor student growth in the focused skills. * Use needs assessments to determine professional learning for teachers</p> <p>Step 5: Professional Development Professional learning opportunities for the implementation of the bilingual program and emergent bilingual pedagogy to meet the students' language needs.</p> <p>Resources: Culturally Linguistic Books Multilingual Language curriculum Language and equity pedagogy professional development Professional supplemental resources for multilingual learners</p> <p>TASK: Bilingual teachers to engage in collaborative learning cycles to continue development of Multilingual needs in the bilingual program.</p> <p>EL Specialists will provide resources, modeling, and co-planning with teachers for integrated or designated instruction</p>	Long term English Learners & reclassified students	2,000 LCFF 1000-1999: Certificated Personnel Salaries extra hours: professional learning, after school intervention

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.

Harder teachers met every month to collaborate around the professional sessions with Dr. Medina regarding principles of Dual Language Education. Teachers engaged in community of practice cycles about their biliteracy practice. Harder also had an EL Academy for students in 4th - 6th grade specific to their reading and writing needs. A bilingual para educator worked with "newcomer" students to support their reading in Spanish and English.

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

All allocations were utilized.

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.

To strengthen support for English Learners (ELs), the EL team will work to identify students in need of targeted support and assist teachers in implementing Tier 2 interventions within the classroom. Additionally, after-school workshops will be provided to build teacher capacity in writing instruction strategies tailored to multilingual learners.

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

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

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.

Currently Harder offers programs to first through sixth grade students through preparation period classes and after school programs. These classes are not offered to students in kindergarten and are accessed through our master schedule of courses or by opting into after school programming. Students benefit from VAPA programs both academically in addition to the benefits to social emotional well being.

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
Participation Logs	Will establish a baseline this school year.	All teachers will complete art projects for the school events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Harder will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development and materials.</p> <p>1. Harder will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Art Class- 1st - 6th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade</p> <p>2. Harder will host the following VAPA events to showcase student work on site: Multicultural Art &</p>	All students	

	Game night, Black Heritage Student Exposition Night, and the Winter and Spring Concert, student performance 3. Students will attend Visual and Performing Arts field trips as designated by grade level		
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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.

Harder integrated art in events such as Black History student Exposition night, Multicultural Family Arts & Games night, and Family Math Games.

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

Harder offered materials to all staff during the year for the various projects for the students and community instead of an art cart.

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.

Harder will continue to integrate art into school activities and showcase students' work at community events.

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, either through standalone SEL curriculum or culture/climate initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

- Increase by 5 % the number of students reporting feeling safe and reporting a caring relationship with an adult at 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.

Harder students saw an increase of suspension in various groups. The school needs to explore restorative practices for supporting students' behavioral needs, when possible.

Overall - 5.6% of ALL students were suspended at least 1 day.

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
CA Dashboard: Overall Suspension Rate	CA Dashboard data reports that 5.6% of all students were suspended at least 1 day.	Decrease the overall suspension rate by 2%

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	Harder will provide after school programs to increase students identity and sense of belonging.	All students	2,000 LCFF 1000-1999: Certificated Personnel Salaries

			After school programs to support students' social-emotional learning
5.2	<p>Harder will maintain a Positive Behavior Intervention and Supports (PBIS) Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS team will meet regularly to review site wide data relevant to school climate and behavior. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner.</p> <p>Harder will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Harder Hawks. Harder Hawks are distributed to students displaying expected behaviors and are used for weekly and earned incentives. Harder will allocate funds for extra hours for staff to input and monitor data and to provide incentives for students.</p> <p>Harder will provide assemblies and other support systems to engage students in promoting positive school climate and following expected behaviors about important topics such as bullying, kindness, etc.</p> <p>Students will continue to be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.</p> <p>SEL counselor will continue to support both Tier I and II supports and intervention through direct and indirect services.</p>	All students	

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 school implemented a multi-tiered approach to support its articulated goal of promoting a safe, respectful, and responsible school environment. Assemblies were conducted throughout the year to reinforce core behavioral expectations, including specific guidance around safe behavior, respect, responsibility, and the inappropriate use of the "N" word. These assemblies provided a consistent platform to communicate expectations and set a positive tone across campus.

Additionally, the school counselor played a key role in providing targeted support through small group and individual sessions, addressing students' social-emotional needs and reinforcing positive behavior strategies.

To further support Tier 1 interventions, the PTA collaborated with the school to provide incentives that reinforced the school-wide norms. These rewards served as positive reinforcement for students consistently demonstrating expected behaviors.

The PBIS team also introduced the “Golden Tickets” initiative as a Tier 1 strategy to promote and reward positive behavior specifically in the cafeteria and yard. This initiative increased student engagement and accountability in less structured settings, helping to create a more positive and respectful school climate.

Overall, the combination of assemblies, counseling support, structured incentives, and targeted PBIS strategies contributed to a consistent and proactive approach in reinforcing school-wide expectations and improving student behavior.

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

All allocations were utilized.

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.

Based on the analysis of this year’s implementation and outcomes, the school will continue to work closely with the PBIS team to improve student behavior and strengthen Tier 1 interventions. While the foundational strategies were effective in promoting a safe and respectful environment, there is a need to refine and expand behavior supports, particularly in unstructured areas such as the cafeteria and playground.

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

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.

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

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
Participation Logs	The base line will be determined based on 2024-2025 participation logs across all parent engagement activities.	Increase the attendance to meetings such as Coffee with the Principal, ELAC, etc. by 2%.

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	<p>1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis. The school will communicate with parents by various means, including the school website, telephone, texts, and email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families</p>	Alls students will be served by the following strategies	579 Title 1: Parent Allocation materials & supplies

	<p>requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTA will be encouraged. The PTA and administration will help to coordinate volunteer efforts at school. Fingerprinting fees will be partially paid by the school and PTA for parents wishing to volunteer.</p> <p>4. Harder's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p> <p>Resources: All necessary materials and services to support all parent engagement efforts.</p>		
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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 of strategies to achieve the goal of increasing parent and family engagement was strong and effective. The school experienced high levels of parent participation in meetings and school events, reflecting a positive response to outreach efforts.

A key contributor to this success was the work of the Family Engagement Specialist, who maintained close communication with families and provided support tailored to their specific needs. One notable initiative was the implementation of "Conversation Circles," a naturally formed bilingual group that provided parents the opportunity to learn and practice both English and Spanish. This initiative not only supported language development but also fostered a stronger sense of community among families.

These efforts significantly enhanced parent engagement, built trust between families and the school, and created more inclusive spaces for parents to actively participate in their children's education.

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

All allocations were utilized to support parent workshops and meetings.

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.

As a result of this year's analysis, and given that the Family Engagement Specialist position is only part-time, adjustments will be made to better align our strategies with available resources. Moving forward, we will prioritize increasing parent participation at key school events and maximizing support for families during the days the Family Engagement Specialist is on campus.

Our efforts will focus on streamlining communication about events and services, coordinating targeted outreach on the days the specialist is available, and continuing initiatives like "Conversation Circles" to maintain engagement and community-building among families.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

- Increase average daily attendance by 3 %

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.

Although several groups experienced a decline in percentage of students being chronically absent, Harder continues to experience a high percentage of chronic absenteeism. The dashboard shows that percentage above 45% for all students. Homeless and Students with Disabilities are above 50%. Harder will focus on supporting Homeless Students and Students with Disabilities groups.

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
Student Attendance Data	Baseline data will be collected at the beginning of the year for school year 2024-2025	Decrease chronic absenteeism by 2% in school year 2025-2026

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	<p>Harder staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>1. Harder will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically</p>	All students with attendance challenges	<p>1000 LCFF</p> <p>Attendance incentives</p>

	<p>stating attendance policies, procedures and contact information.</p> <p>2. Harder will acknowledge students with good attendance through various incentive programs including: good attendance awards and recognition, certificate of recognition for the class with highest attendance per month, etc.</p> <p>3. Attendance Clerk, Principal, FES, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions. Chronically tardy students are placed on a check-in/out program with the attendance clerk.</p> <p>Step 1: Student Identification & Assessment * At beginning of school year, the team will identify students from previous school year with chronic absenteeism.</p> <p>Step 2: Monitoring * Create monitoring system *Assign case managers to monitor student(s) progress or needs</p> <p>Step 3: Whole School Incentives * School recognition of improved and high attendance by student , grade , and classroom.</p> <p>Recognition & reward. * Increase communication of the importance of daily attendance and the impact of absences to students , parents and the community is a central component .</p> <p>Resources: Check-ins by staff such as Family Engagement Specialist, Admin, COST coordinator, counselor Connecting families to community resources School incentives for students</p>		
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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 school successfully implemented a range of strategies to address chronic absenteeism, resulting in a significant decline in the percentage of chronically absent students—from 45.3% in 2022-2023 to 30% in 2023-2024. This notable improvement reflects the effectiveness of a coordinated, multi-pronged approach.

The attendance team played a critical role by making direct phone calls to families and connecting students to appropriate services based on individual needs. These efforts helped address barriers to attendance in a timely and supportive manner.

Ongoing communication with families also contributed to this success. Attendance reminders and information were regularly shared in the weekly Community Message, helping to reinforce the importance of consistent attendance. In addition, targeted presentations were delivered to parent groups such as ELAC and Coffee with the Principal, ensuring that key messages about attendance reached a wide audience.

Overall, the strategies were effectively implemented and had a measurable impact on reducing chronic absenteeism across the school.

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

All funding used as intended.

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.

We plan to support funding for incentives and support for encouraging and acknowledging students' daily attendance. We also plan to incorporate the Family Engagement Specialist in connecting with families about attendance throughout the year. Additionally, we will have a longer attendance campaign period. We've found that communicating about attendance may need to be done throughout the year in various forms: all call messages, flyers, calls, etc.

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	\$86,222.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$97,579.00
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	\$71,712.00

Subtotal of additional federal funds included for this school: \$71,712.00

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	\$25,288.00
Title 1: Parent Allocation	\$579.00

Subtotal of state or local funds included for this school: \$25,867.00

Total of federal, state, and/or local funds for this school: \$97,579.00

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	25,288	0.00
Title I	72,291	579.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	25,288.00
Title 1: Parent Allocation	579.00
Title I	71,712.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	93,000.00
4000-4999: Books And Supplies	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	21,288.00
4000-4999: Books And Supplies	LCFF	3,000.00
	Title 1: Parent Allocation	579.00
1000-1999: Certificated Personnel Salaries	Title I	71,712.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	91,000.00
Goal 2	1,000.00
Goal 3	2,000.00
Goal 5	2,000.00
Goal 6	579.00
Goal 7	1,000.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Cynthia Ortiz, Ed.D.	Principal
Melina Mariscal	Parent or Community Member
Mariah Davis	Parent or Community Member
Virginia Linaldi	Parent or Community Member
Tiffany Smith	Parent or Community Member
Maria Eleanor Padilla	Parent or Community Member
Gloria Ramos	Parent or Community Member
Michael Gonzales	Classroom Teacher
Maria Singco-Vargas	Classroom Teacher
Ramona Quezada-Martinez	Classroom Teacher
Laura Bautista	Classroom Teacher
Eduardo Herrera	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/6/2025.

Attested:



Principal, Cynthia Ortiz, Ed.D. on 5/26/2025



SSC Chairperson, Laura Bautista on 6/09/25



ELAC Representative, Melina Mariscal on 6/11/25