

2025-26 School Plan for Student Achievement

Leo B. Hart Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:
(Check all that apply)

- X SPSA Annual Evaluation
- X Recommendations and Assurances SSC
Data Reports
- X Budgets
Title I Schools
Parent and Family Engagement Policy (Title I)
School Compact (Title I)

<i>FOR DISTRICT OFFICE USE</i>	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	5-13-25
Board of Trustees Approval Date	

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Purpose and Description

Select Title I Program:

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) is closely aligned with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs to ensure coherence and impact. The school uses a data-informed, equity-focused approach to identify student groups requiring support and implements evidence-based strategies to address academic and behavioral gaps. This plan specifically addresses any resource inequities that exist in ELA, Math, Attendance, and Suspension for the African American subgroup at Hart Elementary. Stakeholder engagement is prioritized, ensuring that the voices of families, students, and staff are included in planning and implementation. Funding sources are strategically coordinated to maximize impact, and continuous progress monitoring ensures responsive adjustments.

The state has identified the school for:

Additional Targeted Support and Improvement (ATSI)

School Vision and Mission

At Leo B. Hart Elementary School, our vision is to engage, support, and inspire all students on their journey to becoming lifelong learners. We are committed to ensuring that each student makes meaningful progress—emotionally, socially, and academically—throughout the school year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Hart's Instructional Leadership Team (ILT), MTSS Team and Administration Teams all provided input through the SWIFT-FIA. The School Site Council (SSC) were included in discussions with the findings of the SWIFT-FIA and teacher, parent and student surveys were conducted to gather information while creating next year's goals.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

Hart Elementary was identified for ATSI based on the California Dashboard for our African American subgroup scoring in the lowest categories in 4 out of 5 indicators. The identified resource inequity stems from the school's lack of adequate resources to effectively support a struggling subgroup.

This includes, but is not limited to, insufficient professional development for teachers, limited funding for additional support such as tutoring, and restricted access to supplemental materials. As a result, this subgroup, which is already performing significantly lower than their peers, does not receive the targeted interventions necessary to bridge the achievement gap.

To address this need, Hart Elementary will:

1. Leverage Existing Staff Expertise – Utilize experienced teachers and specialists to provide mentorship, peer coaching, and professional development focused on culturally responsive teaching and behavior interventions.
2. Strategic Scheduling – Implement flexible grouping, intervention blocks, or peer tutoring programs within the existing school schedule to provide struggling students with targeted academic and social-emotional support.
3. Parent and Family Engagement – Strengthen family-school partnerships by offering workshops, home learning strategies, and volunteer opportunities that support student success.
4. Teacher Collaboration and PLCs – Foster strong Professional Learning Communities (PLCs) to analyze data, create and utilize common formative assessments, share best practices, and develop strategies tailored to support struggling students.
5. Restorative Practices & Peer Mediation – Implement restorative justice approaches and peer mediation programs to address behavioral challenges and create a more inclusive, supportive school environment.

School and Student Performance Data

Student Enrollment 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	0.57%	0.59%	0.70%	4	4	5
African American	8.97%	7.56%	7.43%	63	51	53
Asian	7.55%	9.33%	9.26%	53	63	66
Filipino	1.28%	0.89%	1.68%	9	6	12
Hispanic/Latino	51.42%	54.07%	54.98%	361	365	392
Pacific Islander	0.43%	0.3%	0.28%	3	2	2
White	27.21%	24%	21.18%	191	162	151
Multiple/No Response	2.14%	2.52%	2.95%	15	17	21
Total Enrollment				702	675	713

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			48
Kindergarten	114	129	88
Grade 1	111	95	97
Grade 2	93	86	89
Grade 3	89	86	91
Grade 4	86	94	95
Grade 5	96	93	96
Grade 6	113	92	108
Total Enrollment	702	675	713

Conclusions based on this data:

1. Our highest subgroups of students are White, Hispanic, and African American, with over 50% identifying as Hispanic.
2. If you consider that kindergarten enrollment includes TK enrollment, we have roughly a similar number of students in each grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	74	61	69	9.0%	9.0%	9.7%
Fluent English Proficient (FEP)	50	46	50	6.8%	6.8%	7.0%
Reclassified Fluent English Proficient (RFEP)	35	29	29	32.2%	32.2%	29.6%

Conclusions based on this data:

1. In a three year trend, we are decreasing the number of students that are Reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	87	93	93	87	92	90	87	92	90	100.0	98.9	96.8
Grade 4	87	96	96	87	96	94	87	96	94	100.0	100.0	97.9
Grade 5	97	98	96	96	98	96	96	98	96	99.0	100.0	100
Grade 6	114	100	109	113	99	107	113	99	107	99.1	99.0	98.2
All Grades	385	387	394	383	385	387	383	385	387	99.5	99.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2427.	2424.	27.59	27.17	30.00	29.89	23.91	16.67	22.99	26.09	30.00	19.54	22.83	23.33
Grade 4	2510.	2506.	2484.	41.38	42.71	36.17	21.84	20.83	25.53	24.14	15.63	12.77	12.64	20.83	25.53
Grade 5	2513.	2506.	2496.	23.96	23.47	19.79	36.46	28.57	27.08	13.54	21.43	26.04	26.04	26.53	27.08
Grade 6	2529.	2538.	2544.	19.47	24.24	23.36	33.63	33.33	34.58	23.01	20.20	23.36	23.89	22.22	18.69
All Grades	N/A	N/A	N/A	27.42	29.35	27.13	30.81	26.75	26.36	20.89	20.78	23.00	20.89	23.12	23.51

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	27.59	23.91	18.89	59.77	61.96	62.22	12.64	14.13	18.89
Grade 4	25.29	26.04	28.72	65.52	62.50	57.45	9.20	11.46	13.83
Grade 5	21.88	17.35	17.71	63.54	70.41	63.54	14.58	12.24	18.75
Grade 6	25.66	25.25	28.97	53.10	53.54	49.53	21.24	21.21	21.50
All Grades	25.07	23.12	23.77	60.05	62.08	57.88	14.88	14.81	18.35

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	21.84	9.89	14.44	57.47	69.23	57.78	20.69	20.88	27.78
Grade 4	33.33	35.42	14.89	54.02	48.96	71.28	12.64	15.63	13.83
Grade 5	20.83	17.35	17.71	63.54	61.22	56.25	15.63	21.43	26.04
Grade 6	15.04	19.19	25.23	53.10	62.63	49.53	31.86	18.18	25.23
All Grades	22.19	20.57	18.35	56.92	60.42	58.40	20.89	19.01	23.26

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	13.79	10.87	16.67	75.86	75.00	66.67	10.34	14.13	16.67
Grade 4	22.99	16.67	9.57	66.67	64.58	74.47	10.34	18.75	15.96
Grade 5	10.42	20.41	15.63	77.08	67.35	73.96	12.50	12.24	10.42
Grade 6	13.27	13.13	16.82	77.88	70.71	69.16	8.85	16.16	14.02
All Grades	14.88	15.32	14.73	74.67	69.35	71.06	10.44	15.32	14.21

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	17.24	14.13	15.56	68.97	67.39	65.56	13.79	18.48	18.89
Grade 4	29.89	22.92	20.21	57.47	67.71	63.83	12.64	9.38	15.96
Grade 5	17.71	16.33	12.50	69.79	64.29	73.96	12.50	19.39	13.54
Grade 6	19.47	17.17	22.43	69.03	68.69	61.68	11.50	14.14	15.89
All Grades	20.89	17.66	17.83	66.58	67.01	66.15	12.53	15.32	16.02

Conclusions based on this data:

1. Over 95% of all students were assessed with CAASPP.
2. 76% of students were Above, At or Near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	87	93	94	87	92	91	87	92	91	100.0	98.9	96.8
Grade 4	87	96	96	87	96	96	87	95	96	100.0	100.0	100
Grade 5	97	98	95	94	98	95	94	98	95	96.9	100.0	100
Grade 6	114	100	109	113	100	108	113	100	108	99.1	100.0	99.1
All Grades	385	387	394	381	386	390	381	385	390	99.0	99.7	99

* 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	2437.	2438.	2428.	20.69	26.09	19.78	41.38	26.09	27.47	13.79	22.83	21.98	24.14	25.00	30.77
Grade 4	2479.	2494.	2474.	25.29	29.47	25.00	22.99	22.11	20.83	26.44	30.53	33.33	25.29	17.89	20.83
Grade 5	2474.	2489.	2491.	12.77	21.43	18.95	19.15	14.29	18.95	26.60	22.45	26.32	41.49	41.84	35.79
Grade 6	2501.	2514.	2512.	12.39	18.00	21.30	14.16	22.00	21.30	34.51	24.00	18.52	38.94	36.00	38.89
All Grades	N/A	N/A	N/A	17.32	23.64	21.28	23.62	21.04	22.05	25.98	24.94	24.87	33.07	30.39	31.79

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	28.74	19.57	16.48	51.72	52.17	56.04	19.54	28.26	27.47
Grade 4	17.24	34.74	16.67	55.17	44.21	54.17	27.59	21.05	29.17
Grade 5	10.64	20.41	15.79	57.45	45.92	55.79	31.91	33.67	28.42
Grade 6	7.96	13.00	17.59	55.75	54.00	48.15	36.28	33.00	34.26
All Grades	15.49	21.82	16.67	55.12	49.09	53.33	29.40	29.09	30.00

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	24.14	23.91	20.88	55.17	59.78	54.95	20.69	16.30	24.18
Grade 4	25.29	27.37	21.88	47.13	45.26	57.29	27.59	27.37	20.83
Grade 5	8.51	13.27	15.79	56.38	57.14	57.89	35.11	29.59	26.32
Grade 6	10.62	19.00	18.52	64.60	55.00	58.33	24.78	26.00	23.15
All Grades	16.54	20.78	19.23	56.43	54.29	57.18	27.03	24.94	23.59

Conclusions based on this data:

1. Over 95% of students were assessed with CAASPP.
2. Students in 3rd and 4th grade scored higher than students in 5th and 6th grade

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	1484.2	1426.7	*	1478.4	1441.8	*	1497.8	1391.6	8	18	19
1	*	*	*	*	*	*	*	*	*	10	4	9
2	*	*	*	*	*	*	*	*	*	9	6	4
3	*	*	*	*	*	*	*	*	*	6	5	8
4	*	*	*	*	*	*	*	*	*	7	7	9
5	*	*	*	*	*	*	*	*	*	10	9	6
6	*	1519.2	*	*	1513.9	*	*	1523.9	*	7	11	10
All Grades										57	60	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	44.44	15.79	*	33.33	26.32	*	16.67	42.11	*	5.56	15.79	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	18.18	*	*	45.45	*	*	18.18	*	*	18.18	*	*	11	*
All Grades	24.56	28.33	15.87	40.35	35.00	44.44	22.81	25.00	30.16	12.28	11.67	9.52	57	60	63

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	*	38.89	15.79	*	50.00	26.32	*	11.11	47.37	*	0.00	10.53	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	27.27	*	*	54.55	*	*	9.09	*	*	9.09	*	*	11	*
All Grades	33.33	35.00	38.10	49.12	43.33	36.51	10.53	15.00	19.05	7.02	6.67	6.35	57	60	63

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	*	33.33	21.05	*	22.22	21.05	*	38.89	36.84	*	5.56	21.05	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
All Grades	15.79	18.33	11.11	24.56	20.00	25.40	40.35	41.67	44.44	19.30	20.00	19.05	57	60	63

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	*	27.78	21.05	*	72.22	63.16	*	0.00	15.79	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
All Grades	42.11	30.00	31.75	50.88	60.00	57.14	7.02	10.00	11.11	57	60	63

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	*	38.89	21.05	*	55.56	57.89	*	5.56	21.05	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
All Grades	49.12	56.67	47.62	42.11	33.33	38.10	8.77	10.00	14.29	57	60	63

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	*	33.33	5.26	*	61.11	68.42	*	5.56	26.32	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
All Grades	17.54	18.33	7.94	63.16	58.33	63.49	19.30	23.33	28.57	57	60	63

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	*	66.67	31.58	*	22.22	47.37	*	11.11	21.05	*	18	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
All Grades	29.82	35.00	17.46	50.88	48.33	66.67	19.30	16.67	15.87	57	60	63

Conclusions based on this data:

1. The number of students designated as English Learners has increased over the past three years from 57 to 63.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
713	70.7%	9.7%	0.6%
Total Number of Students enrolled in Leo B. Hart 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	69	9.7%
Foster Youth	4	0.6%
Homeless	15	2.1%
Socioeconomically Disadvantaged	504	70.7%
Students with Disabilities	81	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	7.4%
American Indian	5	0.7%
Asian	66	9.3%
Filipino	12	1.7%
Hispanic	392	55%
Two or More Races	21	2.9%
Pacific Islander	2	0.3%
White	151	21.2%

Conclusions based on this data:

- 70.7% of the school population is designated as Socioeconomically Disadvantaged.

2. Enrollment by Race/Ethnicity indicates that 55% of the student population identifies as Hispanic.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Orange

Conclusions based on this data:

1. Chronic absenteeism remains a significant area for targeted improvement, as reflected in the California Dashboard data.
2. The California Dashboard data highlights mathematics achievement among African American students at Leo B. Hart Elementary as a critical equity gap, calling for targeted support and improvement

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>6.3 points above standard</p> <p>Declined 12.2 points</p> <p>371 Students</p>	<p>English Learners</p> <p> Orange</p> <p>25.4 points below standard</p> <p>Declined 25.2 points</p> <p>43 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>14.9 points below standard</p> <p>Declined 14.8 points</p> <p>260 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>68.4 points below standard</p> <p>Increased 12.9 points</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>53.5 points below standard</p> <p>Declined 24.9 points</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>44.8 points above standard</p> <p>Declined 36.3 points</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>2.4 points below standard</p> <p>Declined 8.9 points</p> <p>198 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.2 points below standard</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>30.3 points above standard</p> <p>Declined 3.2 points</p> <p>90 Students</p>

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.5 points below standard	22.5 points above standard	9.1 points above standard
Declined 8.2 points	Declined 48.0 points	Declined 10.3 points
21 Students	22 Students	303 Students

Conclusions based on this data:

- The California Dashboard data shows a decline in English Language Arts performance across all student subgroups at Leo B. Hart Elementary, underscoring the need for collective efforts to strengthen literacy outcomes for all students
- The 24.9-point decline in English Language Arts performance among African American students at Leo B. Hart Elementary signals a critical need for focused strategies and supports to accelerate literacy growth within this subgroup.

School and Student Performance Data

Academic Performance Mathematics

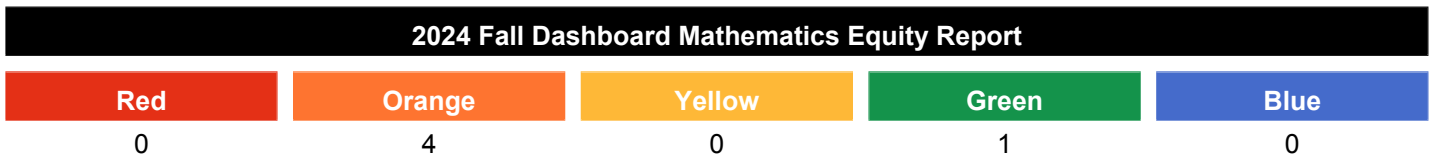
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>20.6 points below standard</p> <p>Declined 11.0 points</p> <p>371 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>61.3 points below standard</p> <p>Declined 11.6 points</p> <p>44 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>38.9 points below standard</p> <p>Declined 9.4 points</p> <p>260 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>69.6 points below standard</p> <p>Maintained 1.8 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>62.2 points below standard</p> <p>Declined 5.1 points</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>23.4 points above standard</p> <p>Declined 19.9 points</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>38.1 points below standard</p> <p>Declined 12.2 points</p> <p>197 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>27.8 points below standard</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>13.3 points above standard</p> <p>Maintained 0.2 points</p> <p>89 Students</p>

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.5 points below standard	17.1 points below standard	14.3 points below standard
Increased 9.6 points	Declined 32.1 points	Declined 11.3 points
23 Students	21 Students	302 Students

Conclusions based on this data:

- The California Dashboard data shows that the African American, English Learner, and Students with Disabilities subgroups at Leo B. Hart Elementary are performing at least 60 points below the standard in mathematics, underscoring an urgent need for targeted, intensive instructional support to close these persistent achievement gaps.
- In addition to these persistent gaps, all other student subgroups experienced significant declines in mathematics performance, indicating a schoolwide need for strengthened math instruction and broader support strategies
- The White student subgroup was the only group to meet the mathematics standard, highlighting both a point of strength and an opportunity to leverage effective practices to support other student groups

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  Orange 51.4% making progress. Number Students: 35 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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
20%	28.6%	0%	51.4%

Conclusions based on this data:

1. According to the California Dashboard data, 51.4% of English Learner students progressed by at least one ELPI level, reflecting positive movement for over half of our English Learner population, while also indicating that continued efforts are needed to accelerate language proficiency growth for all.
2. The data also shows that 7 English Learner students decreased by one ELPI level, highlighting the need for targeted intervention and support to prevent regression and ensure consistent language development.

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.

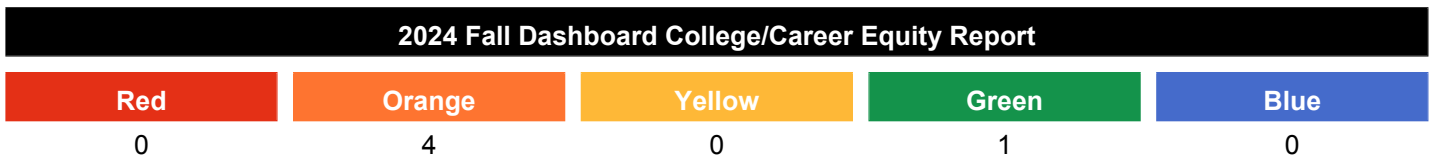
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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. NA - High school indicator.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 21.3% Chronically Absent Declined 2.3 747 Students	English Learners Orange 21.3% Chronically Absent Declined 3.4 80 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless No Performance Color 50% Chronically Absent Increased 1.9 18 Students	Socioeconomically Disadvantaged Orange 27.2% Chronically Absent Declined 2 537 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>29.7% Chronically Absent</p> <p>Declined 5.4</p> <p>111 Students</p>	<p>African American</p>  <p>Orange</p> <p>30.5% Chronically Absent</p> <p>Declined 1.7</p> <p>59 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined 6.7</p> <p>72 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>41.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>25% Chronically Absent</p> <p>Declined 0.7</p> <p>408 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>12.1% Chronically Absent</p> <p>Declined 11.9</p> <p>33 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>12.2% Chronically Absent</p> <p>Declined 5.4</p> <p>156 Students</p>

Conclusions based on this data:

1. All student subgroups showed significant improvements in chronic absenteeism, reflecting a positive trend in student attendance across the school.

School and Student Performance Data

Conditions & Climate Suspension Rate

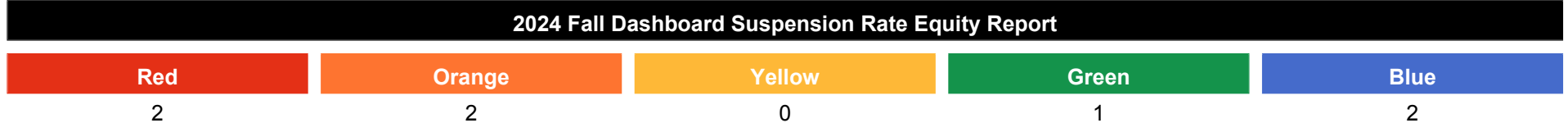
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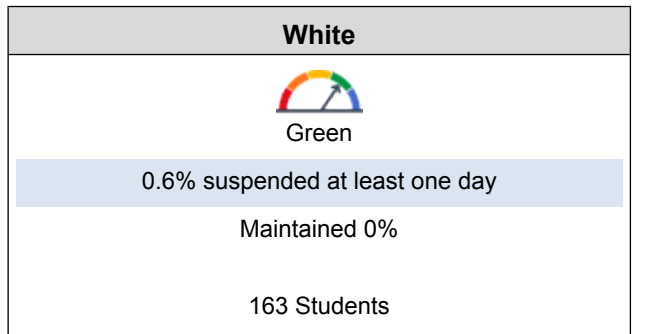
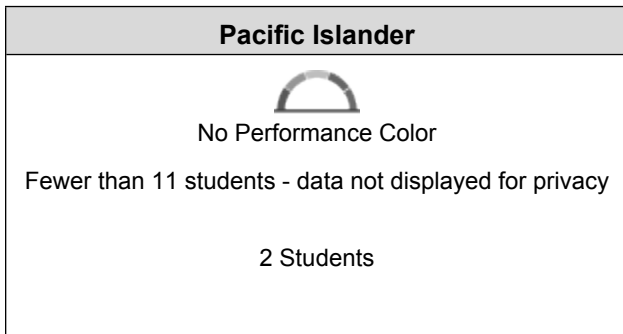
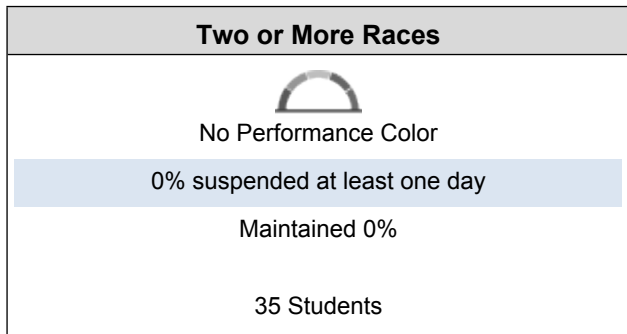
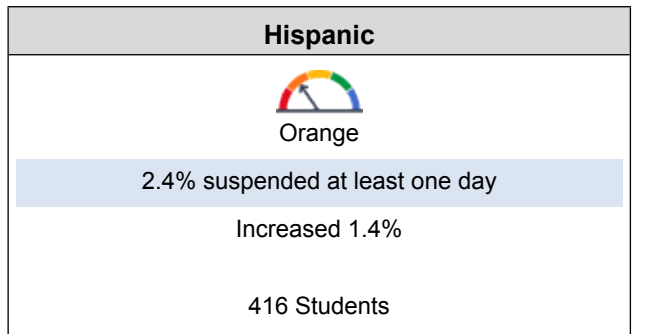
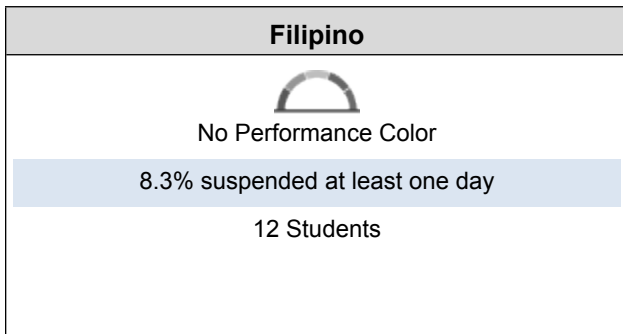
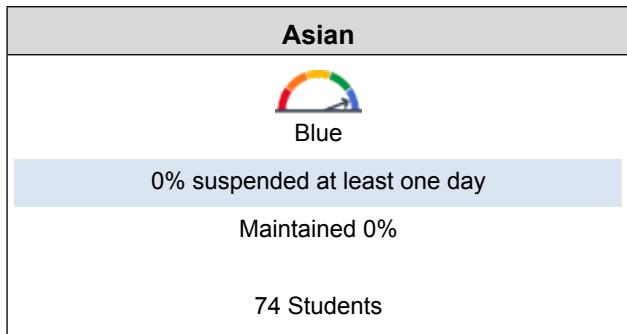
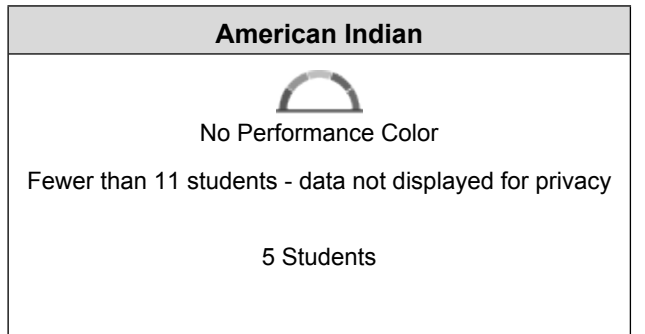
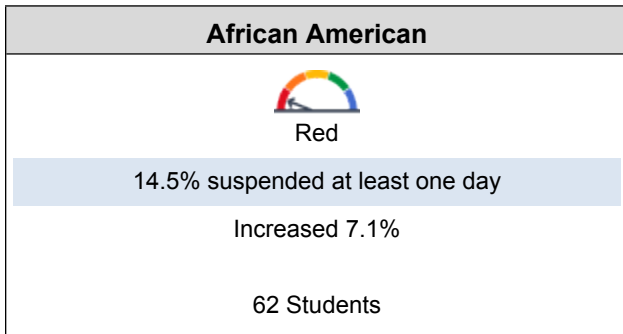
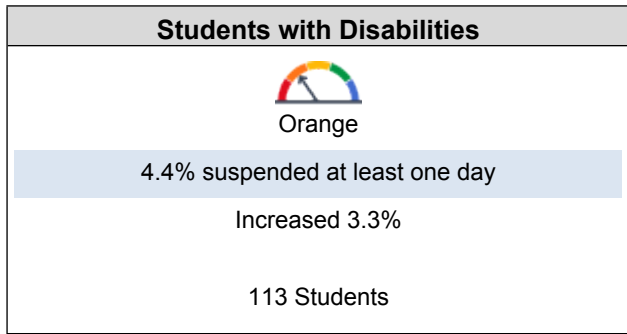
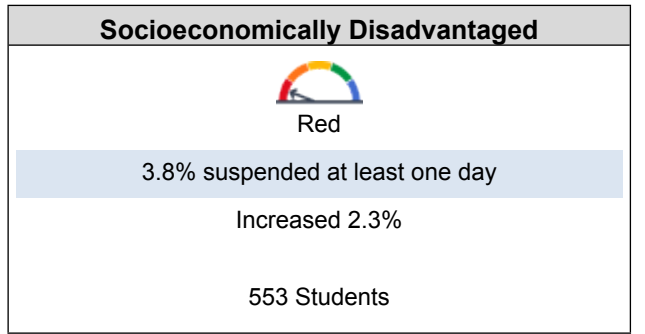
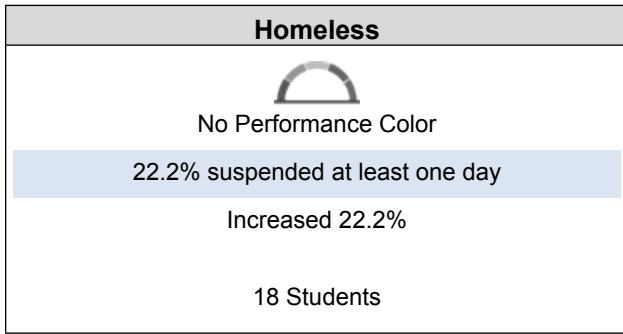
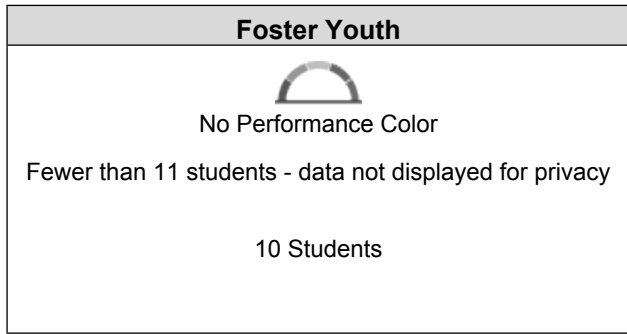


This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.4%</p> <p>769 Students</p>	<p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>84 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>



Conclusions based on this data:

1. Leo B. Hart Elementary reported a low overall suspension rate in 2024, indicating a positive and supportive school climate. This suggests that the school's behavioral expectations and interventions are effectively promoting student engagement and reducing the need for disciplinary actions
2. Despite the overall low suspension rate, disparities persist among certain student subgroups. For instance, African American students experienced a higher suspension rate compared to their peers, highlighting the need for targeted strategies to address and reduce these inequities.
3. The data underscores the importance of ongoing efforts to ensure equity and inclusion within the school's disciplinary practices. Implementing culturally responsive interventions and engaging in continuous staff training can help mitigate disparities and promote a more inclusive environment for all students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

ELA: 100% of teachers will implement Differentiated Instructional Groups (DIGs) during ELA and utilize Guided Reading strategies in small group instruction. In addition, teachers will collaboratively develop, implement, and analyze Common Formative Assessments (CFAs) during PLCs to inform instruction and respond to student learning needs. Progress will be measured through classroom walkthroughs, review of grade-level schedules, and evidence of CFA usage and reflection in PLC notes.

ELD: 100% of teachers with English Learners (ELs) will provide 30 minutes of Designated ELD (dELD) daily, with posted lesson objectives and clearly aligned standards. Implementation will be monitored through classroom walkthroughs and grade-level schedules.

Comprehensive Needs Assessment

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.

Hart uses STAR Reading as a universal screener for Reading and Early Literacy Skills. As an additional data source, Hart administers Running Record in grades Kindergarten through 6th using district provided cut points. These data sources were analyzed to determine DIGS groups and possible Tier 2 and Tier 3 intervention.

All students who are designated as English Language Learners take the ELPAC Summative assessment annually. This assessment indicates growth in four domains of language acquisition: Reading, Writing, Listening, and Speaking. Data is evaluated to establish leveled groups during designated ELD.

STAR Reading Data for Middle of Year 2024-2025 indicates:

1st Early Literacy Average GE .2 to .9 = .7 growth; STAR Reading Average GE 1.6 to 2.2 = .6 growth

2nd STAR Reading Average GE 2.0 to 2.7 = .7 growth
 3rd STAR Reading Average GE 2.8 to 3.4 = .6 growth
 4th STAR Reading Average GE 3.9 to 4.3 = .4 growth
 5th STAR Reading Average GE 5.6 to 5.9 = .3 growth
 6th STAR Reading Average GE 6.6 to 7.9 = 1.3 growth

2024-2025 ELPAC data:

students identified as English Learners: 7 R-FEP.
 Grade 3: Level 4 0%, Level 3 40%; Level 2 60%; Level 1 0%
 Grade 4: Level 4 66% Level 3 17%; Level 2 17%; Level 1 0%
 Grade 5: Level 4 29%, Level 3 43%, Level 2 28%, Level 1 0%
 Grade 6: Level 4 17%, Level 3 33%, Level 2 33%, Level 1 17%

Running Records were administered and results posted in Illuminate by the district provided dates. STAR was given by the classroom teachers. ELPAC was administered by the academic coach and district provided personnel according to assessment protocols.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

There is slowing reading growth particularly in 4th and 5th grades. This may indicate a need for: Stronger Tier 1 core instruction refinement, More explicit Tier 2 supports in upper elementary reading comprehension and fluency, and Vertical alignment or intervention adjustments between grades 3–6. Additionally, ELPAC data patterns show inconsistent proficiency. There is a clear need for targeted language development, especially in:
 Grades 3 and 6 (lowest proficiency clusters) Focus on Reading and Writing domains within ELD, as those tend to lag more often. Revisit DIGS groupings and Tier 2/3 interventions to ensure: For Tier 3-, there is a need for accurate identification of at-risk students (especially long-term ELs and 4th/5th grade readers) and alignment between literacy and language needs (some ELs may also need reading interventions)

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
Percentile Ranking (PR) for all students, focusing on the subgroup of African American students and socio-economically	STAR BOY 25/26 DIBELS BOY 25/26	STAR: increase GE by at least .5 GE from BOY to EOY DIBELS: no loss from at/above from BOY to EOY

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
disadvantaged students in 4th and 5th grade.		-Decrease in below (move to at) -Decrease in well below (move to below or at)
Increase the percentage of English Learner students in Grades 3 and 6 scoring Level 3 or higher on the ELPAC Summative assessment by at least 20 percentage points by the end of the 2025 school year.	ELPAC Summative	Increase by at least 20 percentage points on the ELPAC for students in grades 3 and 6.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on SWD

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Goal 1: Core Instruction (ELA)

The site implements the district-adopted ELA curriculum, Benchmark Advance, supported by the PBVUSD Curriculum Map for consistent pacing and planning across grade levels. This core program, approved by the PBVUSD School Board, emphasizes exposure to diverse texts and perspectives.

Teachers enhance Tier I instruction with supplemental resources, including 95% Group, Lexia, Teach Your Monster, MobyMax, and Accelerated Reader.

Teachers will continue implementing Guided Reading Groups for Daily Instructional Groups (DIGs) and will focus on strengthening Designated ELD (dELD) instruction.

The site will also implement strategies from the Core Collaborative to develop self and peer assessment practices and promote a strengths-based, continuous improvement model.

These strategies will be implemented schoolwide, with a particular emphasis on improving outcomes for students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000	LCFF- District	Supplemental Digital Licenses for Tier 2	October 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All identified English Learners and R-FEP for 2 years of monitoring.

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

All students identified as English Learners receive 30 minutes daily of dELD in small groups of students within 1-2 bands or similar needs. Instruction focuses on the conventions of how English works, including reading, speaking, writing, and listening. Intergated ELD supports are present in all subject lessons including, but not limited to sentence frames, think, pair, share, whioe boards, additional think time, Thinking Maps, and frequent feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF- District	Whiteboards, dry-erase markers, and supplemental manipulatives for dELD and iELD.	
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on major subgroups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier II interventions are provided outside of core instructional time and offer both "push-in" and "pull out" supports. include resources such as 95% Group and Read Naturally Live. Tier III instruction is offered to students requiring additional support beyond Tiers I and II, utilizing programs such as 95% Phonological Awareness, Phonics Comprehension, Read Naturally, and Zoo Phonics. Add 1 FTE Intervention Aide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13500	LCFF- District	Add 1 FTE Intervention Aide	August 2025
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

Increase student achievement in mathematics for all students, with a focus on closing performance gaps among identified subgroups, including Aferiecan Americans, by implementing high-quality, standards-aligned instruction that reflects the principles of the California Mathematics Framework.

Comprehensive Needs Assessment

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.

An analysis of multiple data sources, including the California School Dashboard and site-level assessment tools, indicates a need to strengthen Tier 1 core instruction and targeted supports in mathematics, particularly in the upper grades. Hart Elementary uses STAR Math as a universal screener administered three times per year (BOY, MOY, EOY) with fidelity to standardized assessment protocols.

Schoolwide STAR Math data reveals a trend of declining average percentile ranks as students advance in grade levels:

Kindergarten: 93rd percentile
1st Grade: 60th percentile
2nd Grade: 45th percentile
3rd Grade: 51st percentile
4th Grade: 61st percentile
5th Grade: 59th percentile
6th Grade: 43rd percentile

While early grade students demonstrate strong foundational skills, the drop in performance in Grades 2, 5, and 6 suggests the need for increased coherence and rigor in instruction, aligned with the California Mathematics Framework. The school will focus on vertically

aligning math instruction, strengthening professional development for staff, and using assessment data to guide instruction and intervention placement. These findings directly inform our SPSA goal for improving math achievement across all student groups, especially those identified for additional academic support.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Leo B. Hart Elementary serves a significant population of students from low socioeconomic backgrounds (SES) and students with disabilities (SWD). Analysis of STAR Math Universal Screener data indicates a downward trend in percentile performance as students progress through grade levels, with notably lower average percentile ranks in grades 2 (45%), 5 (59%), and 6 (43%). This suggests a need to strengthen foundational math skills and conceptual understanding, particularly in the upper grades.

While the school administers STAR Math with fidelity across all grade levels, limited disaggregation by subgroup makes it difficult to determine the specific performance levels of SES and SWD students. To address this, the site will implement a Tier I systems-level approach focused on improving core math instruction and vertically aligning content to the California Mathematics Framework. By improving overall instruction and closely monitoring subgroup progress, the school aims to increase equity and academic outcomes in mathematics, especially for our identified subgroups.

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
Average Percentile Rank on the STAR Math Universal Screener for Grades 2, 5, and 6.	STAR BOY 25/26	By the end of the 2025–2026 school year, the average STAR Math Percentile Rank in Grades 2, 5, and 6 will increase by at least 10 percentile points from the Beginning-of-Year (BOY) to the End-of-Year (EOY) assessment, indicating improved Tier I instructional effectiveness in upper-grade math.
Percentage of students with disabilities (SWD) and socioeconomically disadvantaged (SES) students performing	STAR BOY 25/26	By June 2026, at least 50% of students in the SWD and SES subgroups will perform at or above the 40th percentile on the STAR Math End-of-Year screener,

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

at or above the 40th percentile on the STAR Math Universal Screener.

demonstrating improved access to and success in core math instruction.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on students in the subgroups of African American and SWD

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

All students will receive high-quality, standards-aligned math instruction using the district-adopted curriculum. Grade-level teams will collaboratively plan and implement instruction based on the PBVUSD Curriculum Map, incorporating Common Formative Assessments (CFAs) to monitor student learning and adjust instruction accordingly. Instructional teams will analyze STAR Universal Screener data and CFA results during PLCs to identify trends, address gaps in foundational math skills, and improve student outcomes schoolwide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Teachers will implement integrated and designated supports for English Learners during math instruction, including language objectives, visual supports, and academic vocabulary strategies to strengthen conceptual understanding. EL students will receive scaffolds to access rigorous grade-level math content, and their progress will be monitored through formative assessments, STAR data, and performance tasks. Teachers will receive ongoing professional development in language-rich math instruction and strategies that build both content and language proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in need of Tier 2, including the subgroup African-American

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Students identified through STAR Universal Screener data and classroom assessments as needing additional math support will receive targeted small group instruction outside of Tier I. Intervention resources such as MobyMax, Ready Math, or teacher-created materials will be used to reinforce foundational skills and close learning gaps. Intervention groups will be flexible and responsive to data, with progress monitored regularly to determine student growth and adjust instruction as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

Leo B. Hart Elementary will provide all students with a rich, comprehensive educational experience that supports academic achievement, creativity, and critical thinking by integrating visual and performing arts instruction, curriculum-aligned enrichment experiences, and schoolwide student events

Comprehensive Needs Assessment

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.

-The SWIFT-Fia was conducted by our ILT, the MTSS Team, and the Administrative Team. In addition to SWIFT-Fia, a student survey was also conducted with our third through sixth graders.

-Data reviewed for this goal included the following: SWiFT FIA and Student Surveys.

Note The SWIFT-Fia indicated our school is sustaining, while the student survey was reviewed by the Administrative Team.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Dashboard and local assessment data indicate a need to enhance student engagement, enrich academic learning experiences, and provide equitable access to extracurricular and co-curricular opportunities that support both academic and social-emotional growth.

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 participation in VAPA weekly lessons	50% due to the hire date of the VAPA Teacher	100% of students participating weekly
Student participation in grade-level field trips/experiences	Varies by grade	100% of grade levels will have at least one standards-aligned experience
Participation in student events (Missoula, Oral Language, GATE, etc.)	Missoula- 50 students Oral Language- 23 students Science Fair- 55 students B of A Speech- 40 students GATE- 25 students	5% increase in student participation in each event

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

Increase student access to updated technology and devices to support 21st-century learning skills and digital literacy across all grade levels. Students will complete the district provided Digital Citizenship Lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

Ensure all students have access to high-quality, standards-aligned digital learning platforms and software that support differentiated instruction and academic growth. Programs include but are not limited to Mob Max, Mystery Science, Next Gen Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Expand and modernize library resources, including diverse literature, digital collections, and flexible learning spaces that promote literacy, inquiry, and a love of reading. Purchase high-interest texts for increased student engagement. Purchase Battle of the Books texts for grades 3-6 yearly. Replenish Core Literature books in class sets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000	LCFF- District	Purchase high-interest texts, Battle of the Books titles, and Core Literature	May 2026
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

Enhance STEAM (Science, Technology, Engineering, Art, and Math) opportunities through hands-on, project-based learning experiences and integration across core content areas, including participatin in the KCSOS STEAM Olympiad and Science Fair.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200	LCFF- District	Various supplies and materials for STEAM projects	May 2026
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

Provide targeted supports for English Learners, including access to language development software, culturally responsive materials, and academic language scaffolds integrated into content areas. Including additional small group instruction, as needed and a "New to the Country" small group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Incoming TK/K students and 6th graders

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

TK/K Develop and implement transition activities that support preschool children and families as they enter kindergarten, focusing on early literacy, school routines, and family engagement.

Junior High: Strengthen transition supports for students moving from 6th to 7th grade through orientation events, peer mentoring, and academic/social-emotional readiness programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

Maintain a Visual Arts Educator who can provide regular instruction in visual arts for TK–6th grade students.

Create a schedule for students to attend art classes with the Visual Arts Educator every two or three weeks.

Monitor the effectiveness of the VAPA (Visual and Performing Arts) program on a quarterly basis.

Each grade level team will collaborate with the Visual Arts Educator to integrate visual arts into their instructional planning, identifying specific skills aligned with rigorous state VAPA standards.

Develop and administer a VAPA Perception Survey for staff at the beginning, middle, and end of the year. The survey data will guide the ongoing development and improvement of the VAPA program.

Incorporate culturally diverse themes within the visual arts curriculum that reflect and celebrate the rich backgrounds of the Hart community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

110,693	AMIMBG Prop. 28	Personnel and materials	May 2025
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity

Provide meaningful enrichment opportunities such as field trips, assemblies, and student-led events that connect classroom learning to real-world experiences and foster student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6000	LCFF- District	Missoula Children's Theater	May 2026
7000	LCFF- District	Field Trip Admission, Assemblies, Student events	May 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

Hart Elementary School is committed to fostering a safe, supportive, and equitable learning environment for all students. To support this commitment, we aim to reduce overall out-of-school suspensions by 10% and decrease the out-of-school suspension rate for African American students by 15%. These goals will be achieved through the collaborative efforts of students, staff, families, and the community, all contributing positively to our school culture.

Our Positive Behavior Intervention Systems (PBIS) will center on our core SOAR values—Safe Actions, On-Task Behavior, Acting Responsibly, and being Respectful—which are foundational to building strong relationships, ensuring equity, and maintaining an emotionally and physically safe school environment.

Comprehensive Needs Assessment

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.

Our annual comprehensive needs assessment was conducted by the Positive Behavior Interventions and Supports (PBIS) team in March. During our meeting, the team reviewed all data sources and performed an annual self-assessment using the Tiered Fidelity Inventory (TFI) as the criteria in creating an end-of-year review of the glows and grows of the PBIS program.

Hart Elementary has reduced the overall office referrals by 55% to date as our out of school suspension rate has dropped by 32% to day with African American students dropping by about 30%. This percentage drop in both categories will satisfy the expectations of ATSI although the out-of-school suspensions did not meet our 23-24 SPSA goal of a 66% drop in African American suspension. There is an overall 1.1% decrease over last year with a 2.3% drop in the African American group being suspended out-of-school.

A SWIS program risk assessment was conducted looking at office referrals which revealed that African American students are 1.76 times more likely to receive at least one referral as other students which is a 1.18 decrease over last year. African American students were still higher than all other groups at a whereas other subgroups are 0.17 (White) 0.13 (Hispanic), and 0.06 (Asian), but the risk assessment is heading in the right direction.

Data reviewed for this goal reveal the following needs:

There is a need to continue refining Hart's disciplinary practices and emphasize SEL training with an emphasis on Self and Social Awareness combined with restorative approaches to improve student behavior.

Data was collected from the following data sources and reviewed in the following manner:

- * SWIS Data Reports will inform the Big 5 Drill Down monthly report to guide school wide support focusing on the what, where, when, who, and why of problem behaviors at every PBIS team meeting.
- * SWIS Risk Index and Risk Ratio report will assist faculty and staff in monitoring equity across ethnic subgroups.
- * Kern Integrated Data System (KiDS) Behavior Overview and Incident Analysis will provide both the PBIS and the Multi-Tiered System of Supports (MTSS) teams comparative data over the course of multiple school years to monitor behavioral trends.
- * Check-in Check-out via PBIS Rewards (CICO-PBISR) data will be collected to determine positive trends in a student's behavior to guide individual interventions.

Office Referrals Goal: Reduced by 10%

In the 2023-2024, Hart had 865 Office Referrals involving 192 students. In the 2024-2025 school year Hart has had 369 Office Referrals involving 129 students. This is a reduction of Office Referrals by 55%. and the number of students involved by 33%.

Suspension Goal: Reduce suspensions by 50% for all students and by 66% for students in the African American students.

In the 2023-2024 school year there were 21 suspensions with 9 suspensions of African American students.

In the 2024-2025 school year, the goal was be under 10 suspensions in all with less than 3 African American students receiving suspension. To date, there have been 17 suspensions with 8 of the suspensions involving African American students.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Out-of-school suspensions has decreased with respect to all students placing Hart Elementary School in the GREEN category with a 1.59% down from 2.73%. Overall, Hart SWIS data indicates an average daily Office Discipline Referral (ODR) decreased over the course of the year from 648 ODRs last year to 285 ODRS this year to date down by 56%.

This positive progress will require our PBIS Tier 1 program to drill down on our disciplinary practices, consider ongoing ways to be more culturally responsive to the social and emotional needs of our African American students, and continue to employ alternatives to suspension in an effort to reduce out-of-school suspension for all students, but specifically for African American students in the 2025-2026 school year. The MTSS Tier 2 and Tier 3 program will employ ongoing behavioral interventions to support students within the African American subgroup.

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
Overall out-of-school suspensions: 10% reduction rate African American out-of-school suspensions: 15% reduction rate	YTD Suspension Rate 2.85%	10 or fewer students will be suspended in 2025-2026. 5 or fewer African American students suspended in 2025-2026
14 students committing 43% of all office referrals	20 students commit under 40% of all office referrals	Overall ODR reduction by 3% by a greater number of students due to targeted support of Tier 3 students.
Average Daily Attendance	94.49% Year to Date Attendance; 16% Chronically Absent	Increase to 96% Average Daily Attendance and decrease Chronically Absent to under 10%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hart Elementary School will examine its disciplinary practices and emphasize proactive, instructive, and restorative approaches to address student behavior.

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

Part 1: Tier 1 – Schoolwide PBIS Implementation

To foster a safe, respectful, and responsible learning environment, Hart Elementary’s PBIS Tier 1 team will focus on proactive, schoolwide strategies grounded in the CASEL framework and our core behavioral values: Safe Actions, On-Task Behavior, Acting Responsibly, and Respect (SOAR). The following actions will be implemented:

1. SEL Integration: Weekly, district-approved Social-Emotional Learning (SEL) lessons will be aligned with PBIS behavior values and will emphasize conflict management, problem-solving, and relationship-building. Lessons will continue to support the CASEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

2. Alternatives to Suspension: Discipline practices will continue to prioritize non-exclusionary consequences, incorporating social-emotional instruction, accountability, restorative practices, and conflict management strategies that proved effective in the prior year.

3. Data-Driven Decision Making: The PBIS Tier 1 team will utilize the SWIS Big 5 Drill Down Report to analyze trends in student behavior. Findings will be regularly shared during faculty and school aide meetings to inform staff decisions and interventions.

4. Family Engagement: A monthly PBIS Parent Newsletter will be distributed to keep families informed about school culture, behavioral expectations, and efforts to maintain a physically and emotionally safe environment.

Part 2: Tier 2 and Tier 3 – Targeted MTSS Interventions

To support students who have exhibited behaviors that may result in suspension, the MTSS team will provide layered, targeted interventions that promote accountability and growth while keeping students connected to the school environment:

1. Collaborative MTSS Approach: A team approach will be used to bring together the BIA (Behavior Intervention Assistant), Academic Coach, School Psychologist, Social Worker, School Nurse, and school administration to develop comprehensive support plans for students with social-emotional needs.

2. Check-In/Check-Out (CICO): The BIA will oversee CICO routines to promote daily goal-setting, reflection, and staff feedback for identified students.

3. Social Skills Groups: Facilitated by the School Psychologist and BIA, these groups will focus on communication, emotional regulation, and interpersonal skills.

4. 1:1 Counseling: The School Social Worker will provide individual counseling support tailored to the specific social-emotional needs of students, as appropriate.

5. Restorative Practices and Peer Mediation: The Assistant Principal will lead training and implementation of peer mediation and restorative practices, equipping students with tools to build positive relationships, resolve conflicts, and manage their behavior both in and out of the classroom.

Part 3: Strategies to Improve Attendance

To support overall student success and reduce suspension rates, Hart Elementary will also implement strategies to improve attendance:

1. Engagement and Outreach: School leaders, including the Site Administration, Social Worker, School Nurse, and Psychologist, will engage families of students with attendance or behavioral challenges in meaningful, solution-focused conversations. These meetings will connect families to community-based services and supports as needed.

2. Positive School Climate: Through consistent reinforcement of PBIS expectations and SEL instruction, students will feel more connected, welcomed, and motivated to attend school regularly.

3. Recognition and Incentives: Continued development of systems that recognize improved or excellent attendance, helping students and families see the value of being present and engaged every day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,000	LCFF- Base 4300-00: Supplies & Materials	Purchase reward items for the store for student purchase for PBIS SOARing behavior.	Continue in the 2025-2026 school year
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

To continue our efforts to reduce suspension rate, specifically African American students, teachers and staff will continue receiving professional development in the area of cultural awareness and restorative practices to better support the African American subgroup in an equitable manner.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

To support the reduction of out-of-school suspensions, Hart Elementary will implement an on-campus alternative placement system designed to maintain student accountability while keeping students engaged in the school environment. In conjunction with this system, Tier 2 and Tier 3 interventions will continue to be delivered by the MTSS team, including Check-In/Check-Out (CICO), Social Skills Groups, one-on-one counseling, Social-Emotional Learning (SEL), and Restorative Practices (RP).

Site Administration, along with faculty, the School Social Worker, Psychologist, and Nurse, will collaborate to engage families of students exhibiting behavioral challenges in meaningful, solution-focused conversations. These interactions will guide families toward appropriate services and supports to strengthen the home-school partnership and promote positive student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

Enhance partnerships between school and home by expanding meaningful opportunities for parent and family involvement that promote student achievement and cultivate a welcoming, inclusive school community.

Comprehensive Needs Assessment

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.

Parent Survey and Student Survey results were reviewed with the Academic Coach and Principal evaluating the data and determining needs. The SWIFT-FIA results were reviewed by the ILT after analysis by the principal, Assistant Principal, and Academic Coach.

Needs Assessment Survey was sent out to parents of English Language Learners. 21 surveys were completed. Approximately 32% of families completed and returned the survey.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Feedback from parent surveys and school committee meetings indicate improvement in communication regarding opportunities for families to engage in school-related events, student progress, and support programs, particularly for English Learner families. Increased opportunities for families to engage is desired.

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 Connectedness Survey

Fall to Spring 2025/2026

All areas will increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at 2 schoolwide Parent Engagement evening events	2025/2026 will be baseline data	100 parents for each event

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

Monthly Family Newsletter
 Publish and distribute a monthly digital and/or print newsletter that includes:

- Positive Behavioral Interventions and Supports (PBIS) updates
- General school news and after-school involvement opportunities
- A monthly “Family Engagement Calendar” highlighting key events and ways to participate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

Quarterly Newsletter Update

EL-specific updates such as ELPAC testing, reclassification criteria, and EL Parent Night events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Provide a minimum of two family engagement events, such as Coffee with the Principal, Parent/Family Nights focused on literacy, math, and STEAM, cultural heritage celebrations, and opportunities for volunteerism and classroom involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200	Title I, Part A Parent Engagement	Light refreshmanents and supplies	May 2026
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Feedback and Continuous Improvement

Solicit regular feedback from parents through surveys, ELAC, and SSC meetings to guide future engagement efforts and improve communication tools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By June 2026, 100% of teachers will engage in ongoing, collaborative professional development focused on strengthening instructional practices through the integration of best practices for Designated and Integrated English Language Development (ELD), implementation of Defining Mastery protocols aligned to California Common Core State Standards (CA CCSS), and application of backwards design principles. Professional learning will also include deepening understanding of instructional rigor, the use of clear rubrics and exemplars to support student success, and the development and analysis of Common Formative Assessments (CFAs) to inform instruction. Evidence of implementation will be demonstrated through teacher-created unit plans, calibrated rubrics with exemplars, CFA data analysis protocols, and student work samples that reflect mastery of grade-level standards.

Comprehensive Needs Assessment

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.

Our Comprehensive Needs Assessment was conducted by Hart's Leadership Team. During this meeting, the team reviewed all data sources and identified areas of need. The team reviewed upcoming district and Hart initiatives for each goal area charting our current status, upcoming initiatives, and identified strategies to address the needs.

Data reviewed for this goal included the following:

- STAR Reading/Math
- PBIS TFI
- SWIS
- SWIFT FIA

- Staff Surveys
- Formal and Informal Observations

Data sources and time frame:

- STAR Reading/Math-Collected throughout the year as a universal screener
- SWiFT FIA - Hart ILT in April. Reviewed data from Rubrics 1.1, 1.2, 2.1 & 2.2
- Staff Surveys-conducted March 2023
- Parent/Student Surveys-conducted March 2023

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

- SWiFT FIA data indicated that Hart is now “sustaining” in 1.1. This indicates improvement. To continue "sustaining," Hart needs to continue to strategically identify and monitor effective use of high leverage instructional strategies during core.
- Spring 2023 STAR Reading data showed that 63.5% of students in grades 1-6 were proficient in Reading. STAR Early Literacy showed that 78.8% of kindergarten were proficient in early literacy skills. There is a need to increase effectiveness of Tier 1 instruction to include UDL to address learning gaps before students need Tier 2 or Tier 3 support.
- Staff survey results indicated we are heading in the right direction.

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
% of teachers participating in professional development sessions on Integrated ELD best practices	40% of teachers have received formal training in Integrated ELD strategies	100% of teachers will participate in at least 2 PD sessions on Integrated ELD strategies
% of grade-level/department teams utilizing Defining Mastery protocols for priority CA CCSS standards	25% of teams currently use clearly defined mastery criteria	90% of teams will document and apply Defining Mastery protocols for ELA and Math priority standards
% of unit plans developed using backwards design principles (with assessments and rubrics identified upfront)	30% of teachers currently incorporate backwards design consistently	85% of teachers will submit at least 2 unit plans aligned to backwards design principles

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of PLC teams collaboratively creating and analyzing CFAs to inform instruction	40% of PLC teams develop and use CFAs quarterly	100% of PLC teams will administer, analyze, and document CFA results at least 4 times per year
% of students demonstrating mastery (proficient or above) on priority CA CCSS standards as measured by CFAs	55% of students demonstrate mastery on current CFAs	70% of students will demonstrate mastery on revised CFAs aligned to defined mastery protocols and rubrics

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Collaborative Inquiry-Based Professional Learning Communities (PLCs)

Research Base: DuFour & Eaker (1998), Hattie (2015) — Collective teacher efficacy effect size = 1.57

Description:

Establish structured PLC cycles where teacher teams collaboratively:

Identify priority CA CCSS standards

Define mastery using shared rubrics, exemplars, and learning targets

Design and administer CFAs

Analyze CFA data to adjust instruction and re-teach as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3000	LCFF- District	30 1 hour Professional Development of Defining Mastery	November 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Lesson Study Focused on Integrated ELD and Rigorous Instruction
 Research Base: Lewis & Hurd (2011); Fisher & Frey (2014) — Scaffolding and academic language development for ELs

Description:
 Implement a Lesson Study model where small groups of teachers co-plan, observe, and reflect on lessons that explicitly integrate Integrated ELD strategies, rigor, and academic language scaffolds aligned to CA CCSS.

Focus areas include:

- Oral language supports
- Sentence frames and academic discourse routines
- Complex text scaffolding and structured writing tasks

The Academic Coach and intervention Teacher will provide expertise to guide planning and debriefs, ensuring ELD best practices are effectively integrated and modeled.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000	LCFF- District	Books for Staff as part of on-going Professional Development	February 2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Instructional Rounds with Focus on Backwards Design and Use of Rubrics/Exemplars
 Research Base: City, Elmore, Fiarman, & Teitel (2009); Marzano (2003)

Description:
 Organize Instructional Rounds where teachers observe peers’ classrooms with a specific lens:

- Evidence of backwards-designed lessons (clear learning goals, assessments, rubrics)
- Student use of rubrics and exemplars to self-assess and guide learning
- Engagement in cognitively rigorous tasks
- Observers take low-inference notes and debrief patterns of practice (not individual teacher feedback).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

12000	LCFF- District	Authorized School Business Substitutes for Professional Development	May 2026
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Goal 6 Staffing and Duties

Instructions: Complete for every *supplemental support staff position in direct service to students*, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be place on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.5000	Instructional Intervention Teacher						
1	.2000	Instructional Intervention Teacher						
1	.2500	Career Specialist Art						
1	.2500	Career Specialist Art						
1	1.000	Academic Coach						
13	.3750	Instructional Intervention Aide						
1	.375	Instructional Intervention Aide						

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	May 2, 2025
	Title I Review Committee	Date(s)	
	Other committees established by the school or district		
X	(list): <i>Committee/Group Name & Date(s)</i>		May 13, 2025
	School Site Council		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Rebekah Stambook	N/A	N/A	Principal	
2.	Michelle Hill	Fall 2024	Fall 2026	Classroom Teacher	
3.	Carla Celedon-Wilson	Fall 2024	Fall 2026	Classroom Teacher	
4.	Alaina Taylor	Fall 2023	Fall 2023	Classroom Teacher	
5.	Vanessa Morris	Fall 2023	Fall 2025	Other Staff	
6.	Mieke Chavarria	Fall 2024	Fall 2026	Parent	
7.	Christopher Dixon	Fall 2023	Fall 2026	Parent	
8.	Solomon Sackett	Fall 2024	Fall 2026	Parent	
9.	Tricia Murry	Fall 2024	Fall 2026	Parent	
10.				Parent	

The SPSA was adopted by the SSC at a public meeting on: May 13, 2025

SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
3. Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-Core ELA curriculum is Benchmark Advanced. Grade level teams use the district-provided Curriculum Map to plan and pace. The PBVUSD School Board approved this curriculum to provide exposure to diverse stories and points of view. Supplemental materials include: Ready Common Core, 95% Group, Lexia, Teach Your Monster, MobyMax, and AR.</p> <p>-Tier II interventions occur outside of Tier I Core Instruction with materials including: 95% Group, and Read Naturally Live. Tier III Instruction occurs for some and includes instruction in addition to Tiers I and II, utilizing 95% Phonological Awareness, Phonics Comprehension, Read Naturally, Zoo Phonics.</p> <p>-Continued use of Guided Reading Groups for DIGs and continue to strengthen dELD instruction.</p> <p>-Develop self and peer assessment, and strength based continuous improvement, as</p>	<p>Tier I -Small group DIGS and Guided Reading occurred daily as evidenced by class schedules, lesson plans and informal walkthroughs.</p> <p>Tier II- Small group, skills based intervention occurred daily in the Interention Room. Progress was monitored every three weeks.</p> <p>Work with Core Collaborative did not continue as the grant funding was discontinued.</p>		

<p>presented by Core Collaborative. -The strategies will have a schoolwide focus, but especially an extra focus on students with disabilities.</p>		
Total Amounts:		

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-Hart uses the district curriculum map to plan for Tier 1 Math instruction during PLCs and to design a pacing guide for all teachers in each grade level. Go Math! is utilized as the core curriculum with a variety of supplemental materials (NextGen, MobyMax, etc.).</p> <p>-Current strategies include continuing strategies from the NextGen training to increase math achievement of all students, including using student test data from Common Formative Assessments (CFAs) to identify who needs reteaching, with a focus on students who have a disability.</p> <p>-Develop self and peer assessment, and strength based continuous improvement.</p> <p>-Teachers use integrated ELD strategies to provide support for English Language Learners.</p>	<p>Tier 1- Grade Levels created CFAs on Next Gen Math that aligned to the district-provided Curriculum Map.</p> <p>Self and Peer Assessments were not implemented.</p> <p>iELD strategies have been implemented at a beginning phase.</p>		
Total Amounts:			

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Hire a credentialed Comprehensive Musical Educator who can provide daily instruction in music and drama for TK-6th grade students.</p> <p>Create a schedule for students to spend time with the Comprehensive Musical Educator every two or three weeks.</p> <p>Monitor the effectiveness of the VAPA system quarterly.</p> <p>Each grade level will correspond with the Comprehensive Musical Educator as to how they can involve their students in VAPA, and they will help identify a skill that is connected to the rigorous state standards.</p> <p>Create a VAPA Perception Survey to be administered to staff at the beginning of the year, the middle of the year and at the end of the year. Data from this survey will guide the development and refinement of the VAPA system.</p> <p>Incorporate Culturally Diverse Themes that include the various communities Hart represents.</p> <p>This year will create the baseline for future years.</p>	<p>A Music Educator was not available for hire at the start of the school year. As an alternative, the school hired an Art teacher midway through the first quarter. After the initial instructor left the position, a second Art teacher was hired to continue the program. Due to these staffing transitions, surveys were not administered at the beginning or midpoint of the year. An end-of-year survey is scheduled to be distributed in May 2025.</p>	<p>AMIMBG Prop. 28 110,693</p>	
Total Amounts:			

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>To focus on creating a positive, safe, and respectful school environment for all students, PBIS Tier 1 team will complete the following:</p> <p>* Site administration will train 100% of certificated and classified staff at the beginning of the school year with a refresher after Christmas break in order in alternatives to suspensions with the help of Student Support Services to reduce out-of-school suspensions, with a focus on strategies specific to supporting our African American population.</p> <p>* Weekly PBIS lessons will be used in a proactive fashion to teach students positive behaviors, social/emotional skills, and how to become a good digital citizen around four governing PBIS expectations (Safe Actions; On Task Behavior; Act Responsible; Respect) utilizing the CASEL framework (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making).</p> <p>* Discipline practices will apply alternatives to suspension that focus on consequences that involve social-emotional instruction, responsibility taking, restorative practices, and conflict-management.</p>	<p>Tier I- 100% of staff was trained on PBIS expectations. All classroom teachers were trained</p> <p>All classroom teachers were trained on The Positivity Project. Implementation was monitored throughout the year.</p> <p>The PBIS Team met monthly to review data and make recommendations.</p> <p>Tier II- Alternative Placements were implemented in lieu of Out of School suspension, when appropriate and feasible. Lack of qualified staffing and the nature of some offenses made this difficult to implement 100% of the time.</p> <p>The Tier 2 Team worked with families and students to provide appropriate support, including CICO, Social Skills, Counseling, and Restorative Practices.</p>	<p>4300-00: Supplies & Materials LCFF- Base 3,995</p> <p>4300-00: Supplies & Materials LCFF- Base 2,000</p>	

- * Cultural responsiveness will be taught throughout the PBIS program to reinforce social awareness and sensitivity to diverse backgrounds.
- * PBIS team will utilize the SWIS Big 5 Drill Down Report to track actions taken as we look towards alternatives to suspension.
- * Parent engagement will be sought by faculty and administration to hold students accountable for their behavior.

To focus on students who have committed suspendable actions, the MTSS Tier 2/Tier 3 will ...

- * Prescribe alternatives to suspension including but not limited to Behavioral Plans crafted by Parents, Teachers, School Psychologist, Behavior Intervention Assistant (BIA), and the Assistant Principal.
- * Conduct CICO routines monitored by the BIA
- * Convene Social Skills Groups/SOAR Mini-courses taught by the School Psychologist and the BIA
- * Conduct 1:1 Counseling by the School Psychologist and the School Social Worker
- * Teach Peer Mediation/Restorative Practices taught by the Assistant Principal which is designed to build self-management, positive relationship, and problem-solving skills for both inside and outside the classroom.

<p>* Site Administration will contact another non-title school site to determine how they established Alternative To Suspension (ATS).</p> <p>* The Assistant Principal will create a system in which the BIA stays with the student throughout the day or an alternate classroom is assigned for the student as an Alternative To Suspension.</p> <p>* Tier 2 and 3 resources and interventions will be applied by members of the MTSS team such as CICO, Peer Mediation training, Social Skills group, 1:1 Counseling, SOAR Mini-lessons and projects, Social-Emotional Learning (SEL) and Restorative Practices (RP) training.</p> <p>* Creating and assembling ATS resources to help the student make better choices in the future.</p> <p>* Site Administration, faculty, School Social Worker, School Psychologist, and School Nurse will engage parents of students with behavior issues in meaningful conversations that point parents to family services and supports.</p> <p>* Site Administration will explain to staff the why behind ATS and its purpose.</p>	<p>As referenced above, in lieu of Out of School suspension, when appropriate, other means of correction, including Loss of Privledge and Alternative to Suspension placements were implemented.</p>	<p>LCFF- Base 675</p>	
		<p>LCFF- Base 2,000</p>	
Total Amounts:			

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Parent and Family Engagement Activities include a monthly newsletter to include PBiS updates, any news on EL-specific activities (ELPAC, EL parent nights, etc.), and general activities including all afterschool and in school opportunities to get involved.	English Learner updates were sent quarterly. Attendance and PBIS information was sent quarterly. A monthly Family Calendar was shared via Parent Square every month highlighting events and opportunities for family engagement.		
Total Amounts:			

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-District Provided Professional Learning includes: The Core Collaborative will partner with the district on Visible Learning. Hart has done baseline worked with The Core Collaborative and this work will continue.</p> <p>-Walk-throughs will be conducted regularly, with each grade level visited monthly, at a minimum.</p> <p>-Foundational introductory meeting with The Core Collaborative on Visible Learning plan for next three years. One of three years has been completed, but the other two years are dependent upon available funds.</p> <p>-Admin/Academic Coach will continue the learning with third and fourth graders.</p> <p>-Site PLC: weekly, data analysis and collaboration around commonly agreed instructional strategies</p> <p>-Site-specific Professional Learning will include: specific-feedback via Walk-Through form, PLC, PD, demo lessons, and Learning Walks.</p> <p>-Professional Learning Expectations include: all members are present and engaged.</p> <p>-Additional strategies in place include: integrated ELD, Guided Reading,</p>	<p>Finding for Core Collaborative at the site level was discontinued.</p> <p>Walkthroughs were conducted monthly, with feedback given, as appropriate. The Academic Coach completed coaching cycles for each teacher on campus, some teachers reciving additional coaching cycles, as needed or requested.</p> <p>Weekly PLC meetings within grade levels occureed at at least 3 out of 4 Wednesdays per month.</p> <p>Each grade level participated in Quarterly Professional Development days focusing on student data, instructuional tools and strategies to support English Learners and Guided Reading.</p>		

<p>and dELD instructional strategies.</p> <p>-The site focus is to continue Guided Reading with a primary focus on what the other students are doing that are not in the small group during DIGs with a secondary focus on ELD, both designated and integrated.</p>		
Total Amounts:		