



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harder Elementary School	01611926000996	March 25, 2026	June 24, 2026

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

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

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

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

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

Schoolwide Program

Schoolwide Program

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

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

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Plan Description

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

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

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Schoolwide Program

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the **2025 California School Dashboard** and local data, Harder Elementary School faces several areas of low performance and significant gaps across key indicators.

****Areas of Low Performance ("Red" or "Orange" Indicators)****

* ****English Language Arts (ELA):**** The school is in the *****"Red"** performance category**, with students performing ****86.3 points below standard****. This reflects a multi-year decline from 67.1 points below standard in 2019. Performance is even lower for specific groups, such as ****English Learners (111.6 points below)**** and ****African American students (101.3 points below)****.

- * **Mathematics:** Overall math performance is also in the **"Red"** category, at **108.2 points below standard**. The performance gap is widest for **English Learners, who are 135.6 points below standard**, and **Hispanic students, who are 121.4 points below**.
- * **English Learner Progress:** This indicator is in the **"Red"** category, as only **41.4%** of English Learners are making progress toward English proficiency, which is a decline of **6.6%** from the previous year. Notably, **0.0%** of students maintained Level 4 (the highest proficiency level) on the ELPAC in 2025.
- * **Chronic Absenteeism:** The school is in the **"Orange"** category with a **28.5%** chronic absenteeism rate. While this is an improvement from **45.3%** in 2023, certain groups remain in critical need, including **Homeless students (41.4%)**, **Students with Disabilities (33.3%)**, and **Socioeconomically Disadvantaged students (29.7% - "Red")**.
- * **Suspension Rate:** The suspension rate is in the **"Orange"** category at **6.1%**. There are significant performance gaps for **Socioeconomically Disadvantaged students (7.3% - "Red")** and **Students with Disabilities (6.6% - "Red")**.

Significant Performance Gaps

A review of the 2025 data highlights that **English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students** consistently perform below the "All Students" average across nearly all academic and climate indicators. For example, in Mathematics, the gap for English Learners is **27.4 points wider** than the schoolwide average.

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

Based on the 2025 California School Dashboard data provided in the sources, there are **no state indicators** for which any student group performed two or more performance levels below the "All Students" performance.

This is because the school's overall performance for "All Students" is already at or near the lowest possible levels for every reported indicator:

- * **English Language Arts (ELA):** The "All Students" group is in the Red (lowest) performance category. Since Red is the lowest possible level, no student group can be below it.
- * **Mathematics:** The "All Students" group is in the Red performance category. Similar to ELA, no group can perform two levels below the lowest level.
- * **English Learner Progress:** The "All Students" group is in the Red performance category.
- * **Chronic Absenteeism:** The "All Students" group is in the Orange (second lowest) performance category. The only level below Orange is Red, meaning a student group could only be a maximum of one level below "All Students." For example, the Socioeconomically Disadvantaged group is in the Red category for this indicator.
- * **Suspension Rate:** The "All Students" group is in the Orange performance category. While some groups like Socioeconomically Disadvantaged and Students with Disabilities are in the Red category, this represents only a one-level difference.

In summary, because the school's overall performance is already in the Red or Orange bands, it is mathematically impossible for any student group to fall "two or more levels" below the general student population within the standard five-color Dashboard scale (Blue, Green, Yellow, Orange, Red).

Other Needs

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

aReading (2- 6 grades) Winter 2023
 On-track 10%
 Low-risk 18%
 Some Risk 23%
 High Risk 49%

aReading (2-6 grades) Winter 2024
 On-track 7%
 Low-risk 19%
 Some Risk 27%
 High Risk 47%

earlyReading (K-1 grades) Winter 2023 English

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

earlyReading (K-1 grades) Winter 2024 English
Low Risk 23%
Some Risk 23%
High Risk 54%

earlyReading (K-1 grades) Winter 2023 Spanish
Low Risk 26%
Some Risk 41%
High Risk 33%

earlyReading (K-1 grades) Winter 2024 Spanish
Low Risk 37%
Some Risk 35%
High Risk 28%

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.30%	0.30%	0.29%	2	2	2
African American	6.61%	7.30%	6.84%	44	49	47
Asian	7.21%	8.35%	9.17%	48	56	63
Filipino	3.15%	3.43%	4.66%	21	23	32
Hispanic/Latino	73.12%	71.83%	71.03%	487	482	488
Pacific Islander	4.20%	4.47%	3.78%	28	30	26
White	0.75%	1.19%	1.02%	5	8	7
Multiple/No Response	3.60%	2.68%	2.33%	24	18	16
Total Enrollment				666	671	687

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	85	82	92
Grade 1	100	98	81
Grade 2	104	98	98
Grade 3	77	99	96
Grade 4	97	84	107
Grade 5	79	101	91
Grade 6	124	85	102
Total Enrollment	666	671	687

Conclusions based on this data:

1. The school has seen a steady growth in total enrollment over the last three years, moving from 666 students in 2023-24 to 687 students in 2025-26. This increasing population suggests that the school's resources and intervention strategies—such as the targeted literacy supports and math workshops mentioned in previous discussions—will need to scale to accommodate a larger student body.

2. The school maintains a predominantly Hispanic/Latino student body, which accounts for approximately 71.03% of the enrollment in 2025-26.
Academic Connection: According to state data, this group is currently in the "Red" performance category for English Language Arts (94.9 points below standard) and Mathematics (121.4 points below standard).
Strategic Alignment: This high percentage of Hispanic students aligns with the school's goal to improve literacy in both English and Spanish and its focus on supporting English Learners, who are performing 111.6 points below standard in ELA
3. The school is serving a growing and diverse population with a very high concentration of Hispanic and multilingual learners. The continued academic challenges in ELA and Math for these primary groups underscore the necessity of the school's planned Tier III reading interventions and data-driven math instruction to prevent further declines as enrollment increases

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	267	270	280	42.2%	40.1%	40.8%
Fluent English Proficient (FEP)	124	108	115	19.0%	18.6%	16.7%
Reclassified Fluent English Proficient (RFEP)				14.5%		

Conclusions based on this data:

1. The school continues to serve a very large Multilingual (English Learner) population, which has grown in absolute numbers from 267 students in 2023-24 to 280 students in 2025-26. Multilingual learners (ELs) currently make up 40.8% of the total student body. This high concentration means that the academic success of the school is deeply tied to the progress of this specific group
2. The data indicates a struggle to move students toward English proficiency:
 Declining Progress: Only 41.4% of Multilingual learners (ELs) are making progress toward English language proficiency, which is a 6.6% decline from the previous year.
 High-Level Proficiency: Most alarmingly, 0.0% of English Learners maintained the highest proficiency level (Level 4) on the ELPAC in 2025.
 Proficiency Status: The percentage of students classified as Fluent English Proficient (FEP) has declined from 19.0% to 16.7% over the last three years.
3. Because ELs represent over 40% of the enrollment and are consistently in the "Red" performance band, the school's strategic plan is heavily focused on this group. This includes the goal of increasing ELPAC performance and providing Tier III reading interventions and an "EL Academy" for older students to address the identified weaknesses in reading and writing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	73	101	87	72	98	87	72	98	97.8	98.6	97
Grade 4	82	102	84	76	92	77	76	92	77	92.7	90.2	91.7
Grade 5	118	81	103	117	75	99	117	75	99	99.2	92.6	96.1
Grade 6	105	127	83	96	122	82	96	122	81	91.4	96.1	98.8
All Grades	394	383	371	376	361	356	376	361	355	95.4	94.3	96

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2341.	2333.	2351.	3.45	2.78	6.12	14.94	8.33	15.31	17.24	26.39	23.47	64.37	62.50	55.10
Grade 4	2375.	2359.	2371.	6.58	4.35	2.60	10.53	5.43	10.39	13.16	13.04	14.29	69.74	77.17	72.73
Grade 5	2426.	2423.	2406.	4.27	2.67	1.01	16.24	14.67	15.15	23.93	28.00	20.20	55.56	54.67	63.64
Grade 6	2472.	2460.	2448.	3.13	6.56	4.94	27.08	18.85	14.81	29.17	28.69	25.93	40.63	45.90	54.32
All Grades	N/A	N/A	N/A	4.26	4.43	3.66	17.55	12.47	14.08	21.54	24.10	21.13	56.65	59.00	61.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.45	1.39	4.08	48.28	50.00	55.10	48.28	48.61	40.82
Grade 4	3.95	2.17	1.30	53.95	50.00	49.35	42.11	47.83	49.35
Grade 5	4.27	6.67	2.02	57.26	65.33	47.47	38.46	28.00	50.51
Grade 6	6.25	8.20	6.17	54.17	49.18	40.74	39.58	42.62	53.09
All Grades	4.52	4.99	3.38	53.72	52.91	48.45	41.76	42.11	48.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.15	1.41	3.13	43.68	35.21	42.71	55.17	63.38	54.17
Grade 4	5.26	2.20	5.19	34.21	30.77	37.66	60.53	67.03	57.14
Grade 5	6.96	2.67	7.07	39.13	45.33	40.40	53.91	52.00	52.53
Grade 6	5.26	5.74	4.94	54.74	36.89	43.21	40.00	57.38	51.85
All Grades	4.83	3.34	5.10	43.16	36.77	41.08	52.01	59.89	53.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.75	1.39	3.06	63.22	63.89	62.24	31.03	34.72	34.69
Grade 4	3.95	5.43	2.60	67.11	60.87	67.53	28.95	33.70	29.87
Grade 5	6.84	5.33	3.03	69.23	60.00	67.68	23.93	34.67	29.29
Grade 6	4.17	5.74	2.47	76.04	61.48	71.60	19.79	32.79	25.93
All Grades	5.32	4.71	2.82	69.15	61.50	67.04	25.53	33.80	30.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.60	1.39	6.12	49.43	61.11	56.12	45.98	37.50	37.76
Grade 4	7.89	2.17	2.60	56.58	57.61	50.65	35.53	40.22	46.75
Grade 5	5.13	5.33	3.03	63.25	54.67	57.58	31.62	40.00	39.39
Grade 6	6.25	10.66	7.41	75.00	63.93	56.79	18.75	25.41	35.80
All Grades	5.85	5.54	4.79	61.70	59.83	55.49	32.45	34.63	39.72

Conclusions based on this data:

1. High Participation and Broad Underperformance
The school maintains a high assessment participation rate, with 96% of enrolled students tested in 2024-25. However, the vast majority of these students are not yet meeting grade-level standards. School wide, 61.13% of

students fell into the "Standard Not Met" category, a steady increase from 56.65% in 2022-23. Only 17.74% of all students met or exceeded the standard in ELA

2. Mixed Trends Across Grade Levels

There is a notable disparity in performance trends between the younger and older grades:

Grade 3 Improvement: This grade showed significant growth, with the percentage of students meeting or exceeding the standard more than doubling from 11.11% in 2023-24 to 21.43% in 2024-25.

Grade 6 Decline: Conversely, Grade 6 performance dropped, with students meeting or exceeding the standard falling from 25.41% to 19.75%, and the percentage of students "Not Meeting" the standard increasing to 54.32%

3. Significant Struggles in Core Literacy Domains

A review of specific ELA domains reveals deep challenges in foundational skills:

Reading: This remains a critical area of concern, as the percentage of students performing "Below Standard" increased to 48.17% school wide in 2024-25. In Grade 6, over half of the students (53.09%) are now performing below standard in reading.

Writing: Performance in producing clear and purposeful writing is also low, with 53.82% of all students performing below standard.

Research/Inquiry: Students are struggling more with investigating and presenting information; the percentage of students performing "Below Standard" in this area rose from 32.45% in 2022-23 to 39.72% in 2024-25

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	73	100	87	70	98	87	70	98	97.8	95.9	98
Grade 4	83	102	84	83	100	80	83	100	80	100.0	98	95.2
Grade 5	118	81	103	115	80	103	115	80	101	97.5	98.8	100
Grade 6	105	127	83	103	125	82	103	125	82	98.1	98.4	98.8
All Grades	395	383	370	388	375	363	388	375	361	98.2	97.9	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2350.	2336.	2359.	0.00	1.43	3.06	13.79	7.14	15.31	22.99	18.57	21.43	63.22	72.86	60.20
Grade 4	2380.	2379.	2376.	3.61	4.00	2.50	7.23	7.00	5.00	26.51	24.00	22.50	62.65	65.00	70.00
Grade 5	2413.	2406.	2400.	5.22	5.00	0.99	6.09	6.25	6.93	18.26	10.00	16.83	70.43	78.75	75.25
Grade 6	2418.	2419.	2417.	0.97	2.40	4.88	7.77	8.80	6.10	20.39	21.60	15.85	70.87	67.20	73.17
Grade 11															
All Grades	N/A	N/A	N/A	2.58	3.20	2.77	8.51	7.47	8.59	21.65	19.20	19.11	67.27	70.13	69.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.15	1.43	2.04	40.23	21.43	37.76	58.62	77.14	60.20
Grade 4	4.88	4.00	1.25	29.27	28.00	27.50	65.85	68.00	71.25
Grade 5	3.48	3.75	2.00	31.30	23.75	26.00	65.22	72.50	72.00
Grade 6	0.97	1.60	4.94	30.10	28.00	17.28	68.93	70.40	77.78
Grade 11									
All Grades	2.58	2.67	2.51	32.56	25.87	27.58	64.86	71.47	69.92

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.30	1.43	9.18	41.38	35.71	35.71	56.32	62.86	55.10
Grade 4	4.88	3.00	2.50	30.49	33.00	38.75	64.63	64.00	58.75
Grade 5	6.09	2.50	2.00	36.52	38.75	29.00	57.39	58.75	69.00
Grade 6	1.94	1.60	4.88	30.10	38.40	31.71	67.96	60.00	63.41
All Grades	3.88	2.13	4.72	34.63	36.53	33.61	61.50	61.33	61.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.30	2.86	4.08	51.72	45.71	53.06	45.98	51.43	42.86
Grade 4	6.02	1.00	2.50	43.37	48.00	38.75	50.60	51.00	58.75
Grade 5	3.48	3.75	1.98	46.09	37.50	39.60	50.43	58.75	58.42
Grade 6	1.94	4.80	1.22	55.34	48.80	46.34	42.72	46.40	52.44
All Grades	3.35	3.20	2.49	49.23	45.60	44.60	47.42	51.20	52.91

Conclusions based on this data:

- High Participation Amidst Low Proficiency**
The school maintained a high level of student engagement with state testing, with 98.1% of all enrolled students tested in the 2024-25 school year. However, the vast majority of these students struggle to meet grade-level standards. Schoolwide, 69.53% of students fell into the "Standard Not Met" category. Only 11.36% of all students met or exceeded the standard in mathematics
- Notable Growth in Grade 3**
Similar to the trends seen in literacy, Grade 3 is a significant bright spot for growth in mathematics. The percentage of third graders meeting or exceeding the standard more than doubled, jumping from 8.57% in 2023-24 to 18.37% in 2024-25. Additionally, the percentage of Grade 3 students failing to meet the standard dropped significantly from 72.86% to 60.20%
- Critical Weakness in "Concepts & Procedures"**
A review of specific mathematical domains highlights deep challenges in foundational skills: Concepts & Procedures: This is the school's weakest area, with 69.92% of all students performing "Below Standard". In Grade 6, this figure reaches 77.78%.

Problem Solving & Modeling/Data Analysis: Performance in this area is also low, with 61.67% of students performing below standard. However, Grade 3 showed a positive trend here, with the "Above Standard" group increasing from 1.43% to 9.18%.

Communicating Reasoning: This is a relative area of strength compared to the other domains, yet over half of the student body (52.91%) still performs below standard in supporting their mathematical conclusions

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1415.7	1361.5	1374.8	1414.5	1360.1	1372.9	1418.3	1364.8	1379.2	49	43	49
1	1406.8	1404.5	1379.3	1421.1	1408.8	1398.4	1392.2	1399.7	1359.9	25	42	45
2	1450.8	1418.7	1457.1	1448.3	1407.9	1461.5	1452.9	1428.9	1452.3	32	34	38
3	1461.4	1460.6	1445.6	1469.0	1454.8	1438.6	1453.4	1466.0	1451.9	43	30	30
4	1473.7	1465.1	1460.0	1467.9	1458.9	1461.1	1479.0	1470.8	1458.5	43	52	35
5	1510.5	1482.8	1496.5	1514.3	1475.0	1496.2	1506.1	1489.9	1496.2	54	40	48
6	1527.9	1520.1	1495.3	1523.7	1515.7	1495.0	1531.6	1524.1	1494.9	41	42	35
All Grades										287	283	280

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.41	4.65	16.33	26.53	16.28	14.29	26.53	18.60	18.37	26.53	60.47	51.02	49	43	49
1	0.00	7.14	4.44	20.00	21.43	4.44	40.00	28.57	24.44	40.00	42.86	66.67	25	42	45
2	3.13	8.82	5.26	40.63	26.47	39.47	28.13	17.65	36.84	28.13	47.06	18.42	32	34	38
3	4.65	13.33	3.33	18.60	23.33	16.67	41.86	26.67	30.00	34.88	36.67	50.00	43	30	30
4	6.98	5.77	8.57	30.23	26.92	17.14	30.23	26.92	28.57	32.56	40.38	45.71	43	52	35
5	20.37	20.51	18.75	27.78	17.95	20.83	25.93	20.51	35.42	25.93	41.03	25.00	54	39	48
6	19.51	21.43	14.29	43.90	30.95	25.71	12.20	23.81	20.00	24.39	23.81	40.00	41	42	35
All Grades	12.20	11.35	10.71	29.62	23.40	19.29	28.57	23.40	27.50	29.62	41.84	42.50	287	282	280

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.37	4.65	10.20	28.57	18.60	20.41	26.53	16.28	20.41	26.53	60.47	48.98	49	43	49
1	8.00	9.52	8.89	40.00	33.33	8.89	24.00	16.67	42.22	28.00	40.48	40.00	25	42	45
2	15.63	8.82	23.68	34.38	32.35	39.47	25.00	14.71	21.05	25.00	44.12	15.79	32	34	38
3	20.93	16.67	10.00	34.88	30.00	30.00	20.93	26.67	26.67	23.26	26.67	33.33	43	30	30
4	27.91	19.23	22.86	32.56	32.69	28.57	9.30	11.54	8.57	30.23	36.54	40.00	43	52	35
5	35.19	30.77	39.58	29.63	25.64	25.00	20.37	7.69	14.58	14.81	35.90	20.83	54	39	48
6	53.66	42.86	40.00	17.07	23.81	14.29	9.76	16.67	14.29	19.51	16.67	31.43	41	42	35
All Grades	27.18	19.15	22.14	30.31	28.01	23.21	19.16	15.25	21.43	23.34	37.59	33.21	287	282	280

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		4.65	16.33		18.60	8.16		46.51	42.86		30.23	32.65		43	49
1		9.52	2.22		14.29	6.67		26.19	8.89		50.00	82.22		42	45
2		8.82	2.63		26.47	36.84		8.82	28.95		55.88	31.58		34	38
3		3.33	0.00		13.33	3.33		30.00	33.33		53.33	63.33		30	30
4		1.92	2.86		13.46	2.86		26.92	25.71		57.69	68.57		52	35
5		2.56	8.33		17.95	6.25		30.77	35.42		48.72	50.00		39	48
6	12.20	4.76	0.00	26.83	23.81	14.29	26.83	45.24	25.71	34.15	26.19	60.00	41	42	35
All Grades	7.32	4.96	5.36	17.77	18.09	11.07	31.36	31.21	28.93	43.55	45.74	54.64	287	282	280

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.37	4.65	14.29	55.10	30.23	48.98	26.53	65.12	36.73	49	43	49
1	24.00	11.90	17.78	52.00	54.76	48.89	24.00	33.33	33.33	25	42	45
2	9.38	26.47	15.79	65.63	32.35	60.53	25.00	41.18	23.68	32	34	38
3	9.30	10.00	3.33	55.81	53.33	36.67	34.88	36.67	60.00	43	30	30
4	13.95	17.31	11.43	46.51	50.00	45.71	39.53	32.69	42.86	43	52	35
5	20.37	20.51	6.25	61.11	46.15	72.92	18.52	33.33	20.83	54	39	48
6	12.20	11.90	14.29	70.73	59.52	45.71	17.07	28.57	40.00	41	42	35
All Grades	15.33	14.54	12.14	58.19	46.81	52.50	26.48	38.65	35.36	287	282	280

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.53	9.30	10.20	46.94	34.88	34.69	26.53	55.81	55.10	49	43	49
1	8.00	16.67	4.44	52.00	45.24	44.44	40.00	38.10	51.11	25	42	45
2	31.25	11.76	23.68	43.75	44.12	60.53	25.00	44.12	15.79	32	34	38
3	34.88	33.33	30.00	41.86	36.67	33.33	23.26	30.00	36.67	43	30	30
4	41.86	28.85	37.14	30.23	36.54	22.86	27.91	34.62	40.00	43	52	35
5	62.96	51.28	58.33	24.07	12.82	16.67	12.96	35.90	25.00	54	39	48
6	58.54	52.38	48.57	21.95	35.71	17.14	19.51	11.90	34.29	41	42	35
All Grades	40.42	29.08	29.64	35.89	35.11	32.86	23.69	35.82	37.50	287	282	280

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	24.49	4.65	14.29	63.27	37.21	38.78	12.24	58.14	46.94	49	43	49
1	4.00	23.81	6.67	24.00	9.52	8.89	72.00	66.67	84.44	25	42	45
2	3.13	11.76	5.26	53.13	32.35	60.53	43.75	55.88	34.21	32	34	38
3	2.33	0.00	0.00	16.28	36.67	20.00	81.40	63.33	80.00	43	30	30
4	6.98	0.00	2.86	30.23	39.22	22.86	62.79	60.78	74.29	43	51	35
5	11.11	5.13	6.25	50.00	41.03	41.67	38.89	53.85	52.08	54	39	48
6	9.76	2.38	2.86	48.78	50.00	20.00	41.46	47.62	77.14	41	42	35
All Grades	9.76	6.76	6.07	42.16	35.23	31.07	48.08	58.01	62.86	287	281	280

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	11.63	20.41	53.06	65.12	53.06	18.37	23.26	26.53	49	43	49
1	8.00	2.38	0.00	44.00	50.00	28.89	48.00	47.62	71.11	25	42	45
2	6.25	11.76	5.26	43.75	41.18	57.89	50.00	47.06	36.84	32	34	38
3	2.33	6.67	0.00	58.14	60.00	50.00	39.53	33.33	50.00	43	30	30
4	9.30	7.69	0.00	44.19	48.08	42.86	46.51	44.23	57.14	43	52	35
5	12.96	5.13	8.33	53.70	48.72	58.33	33.33	46.15	33.33	54	39	48
6	29.27	16.67	5.71	51.22	69.05	71.43	19.51	14.29	22.86	41	42	35
All Grades	14.63	8.87	6.43	50.52	54.61	51.43	34.84	36.52	42.14	287	282	280

Conclusions based on this data:

1. Stagnation in Overall Proficiency Growth

The overall proficiency levels for English Learners (ELs) show a slight downward trend in the highest performance category. The percentage of students achieving Level 4 (the highest proficiency level) decreased from 11.35% in 2023-24 to 10.71% in 2024-25. Simultaneously, the percentage of students at the lowest level (Level 1) increased marginally from 41.84% to 42.50%

2. Significant Gap Between Oral and Written Language

Students consistently perform much better in Oral Language (Listening and Speaking) than in Written Language (Reading and Writing):

Oral Language Proficiency: 22.14% of all students reached Level 4 in 2024-25, an improvement from 19.15% the previous year.

Written Language Proficiency: Only 5.36% of students reached Level 4 in 2024-25. Furthermore, over half of the student body (54.64%) remains at Level 1 for Written Language, reflecting a nearly 9-percentage point increase in the lowest category over one year.

3. Domain-Specific Strengths and Weaknesses

A review of the four individual domains highlights specific areas where students struggle most:

Speaking (Strongest Domain): This is a relative area of strength, with 29.64% of all students being classified as "Well Developed". Performance is particularly high in Grade 5 (58.33%) and Grade 6 (48.57%).

Reading (Weakest Domain): This remains the most critical area of need, as only 6.07% of students school wide are "Well Developed" in reading. In Grade 3, 0.00% of students reached the "Well Developed" stage for the second consecutive year.

Writing: This domain has seen a notable decline, with the "Well Developed" group dropping from 8.87% to 6.43% schoolwide. Alarmingly, Grades 1, 3, and 4 all recorded 0.00% of students in the "Well Developed" category for writing in 2024-25.

Listening: Performance is largely stagnant, with 12.14% of students being "Well Developed" and 35.36% in the "Beginning" stage.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
671	82%	40.2%	0.0%
Total Number of Students enrolled in Harder 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	270	40.2%
Foster Youth	0	0.0%
Homeless	24	3.6%
Socioeconomically Disadvantaged	550	82%
Students with Disabilities	84	12.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	7.3%
American Indian	2	0.3%
Asian	56	8.3%
Filipino	23	3.4%
Hispanic	482	71.8%
Two or More Races	18	2.7%
Pacific Islander	30	4.5%
White	8	1.2%

Conclusions based on this data:

1. High Economic Vulnerability

The school serves a population with significant economic challenges, as 82% (550 students) are classified as socioeconomically disadvantaged. This high concentration suggests that the majority of students may require additional school-based resources, such as the free or reduced-priced meals mentioned in the data, and may face external barriers to learning that the school's strategic plan must address.

2. Critical Need for Language Support

With 40.2% (270 students) of the enrollment consisting of Multilingual learners (English Learners), nearly half of the student body is learning to communicate effectively in English while simultaneously tackling academic coursework.

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."



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Low Performance Across All Reported Indicators: For the "All Students" group, the school is currently performing in the bottom two tiers—Red or Orange—for every indicator shown on the state dashboard, except science (yellow).
2. A Persistent Need for "Deeper Learning" Supports: The dashboard summary confirms that the school is in a state of high academic and behavioral need. These low performance colors (Red and Orange) directly support the school's decision to implement intensive Tier III reading interventions.

3. Overall performance (All Students)
Orange: Chronic Absenteeism, English Learner Progress
Red: Suspension Rate, English Language Arts, Mathematics
Subgroups two or more performance levels below all students performance:
Science (yellow): English Learners (red), Hispanic (red)

School and Student Performance Data

Academic Performance English Language Arts

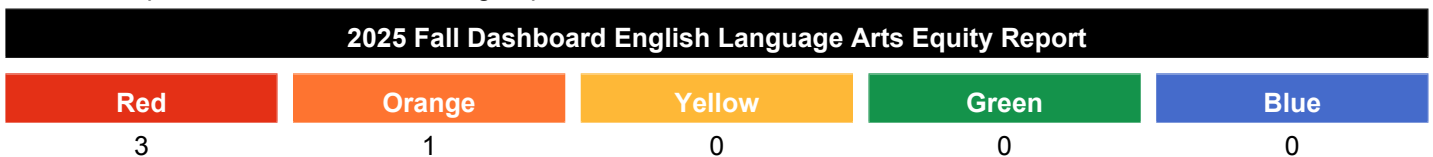
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Red</p> <p>86.3 points below standard</p> <p>Maintained -1.1 points</p> <p>344 Students</p>	<p>Red</p> <p>111.6 points below standard</p> <p>Declined 8.1 points</p> <p>185 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>0 Students</p>	<p>No Performance Color</p> <p>126.1 points below standard</p> <p>Increased 54.9 points</p> <p>14 Students</p>	<p>Red</p> <p>89.5 points below standard</p> <p>Maintained 0.2 points</p> <p>298 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>124.4 points below standard</p> <p>Increased 19.7 points</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>101.3 points below standard</p> <p>Declined 27.5 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>65.6 points below standard</p> <p>Declined 9.1 points</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>23.6 points below standard</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>94.9 points below standard</p> <p>Maintained -1.1 points</p> <p>250 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>42 points below standard</p> <p>Increased 6.5 points</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. Significant and Persistent Achievement Gap: The "All Students" group is currently 86.3 points below the grade-level standard. With three student groups in the "Red" (lowest) category and one in "Orange," the school faces a systemic challenge in meeting ELA proficiency across its diverse population.
2. Notable Gains for Highly Vulnerable Groups: In contrast to the general trend, some of the most at-risk students showed substantial growth. Homeless students increased their scores by 54.9 points, and Students with Disabilities improved by 19.7 points, though both groups still remain over 120 points below the standard.
3. High Concentration of Need Among Socioeconomically Disadvantaged Students: The vast majority of students tested (298 out of 344) are classified as socioeconomically disadvantaged. This group is 89.5 points below standard, which closely mirrors the school's overall average and indicates that economic vulnerability is a primary factor in the school's broad academic challenges.

School and Student Performance Data

Academic Performance Mathematics

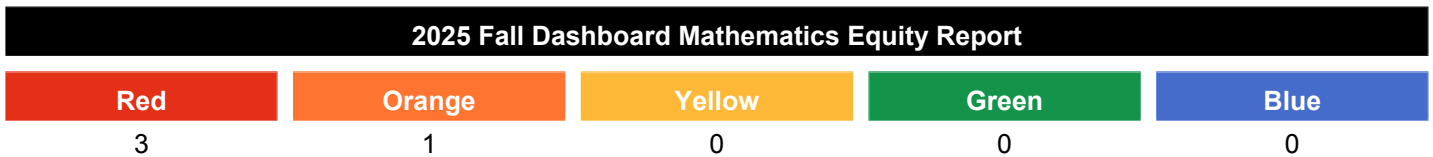
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 108.2 points below standard Maintained 2.8 points 350 Students	<p>English Learners</p>  Red 135.6 points below standard Declined 6.6 points 192 Students	<p>Long-Term English Learners</p>  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color 149.7 points below standard Increased 7.4 points 15 Students	<p>Socioeconomically Disadvantaged</p>  Red 112.2 points below standard Maintained 0.8 points 301 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>145.7 points below standard</p> <p>Increased 24.5 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>103.9 points below standard</p> <p>Declined 3.5 points</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>71.7 points below standard</p> <p>Declined 7.3 points</p> <p>27 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>28.2 points below standard</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>121.4 points below standard</p> <p>Maintained -2.7 points</p> <p>256 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>59.7 points below standard</p> <p>Increased 34.5 points</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. The school's overall mathematics performance is a significant area of concern, with the "All Students" group performing 108.2 points below the standard.
2. Despite the overall low performance, two specific groups showed remarkable upward trends:
 Pacific Islander Students: This group saw a substantial increase of 34.5 points, moving to 59.7 points below standard.
 Students with Disabilities: This cohort showed the second-highest growth with an increase of 24.5 points, even while remaining far from the proficiency threshold.
 Homeless Students: This group also saw a positive trend, with an increase of 7.4 points, though they remain the furthest from the standard overall at 149.7 points below
3. The largest segments of the student population remained relatively stagnant in their performance. Both the "All Students" group (+2.8 points) and the Socioeconomically Disadvantaged group (+0.8 points) are classified as having "Maintained" their previous year's performance levels, though both remain over 100 points below the grade-level standard.

School and Student Performance Data

Academic Performance Science

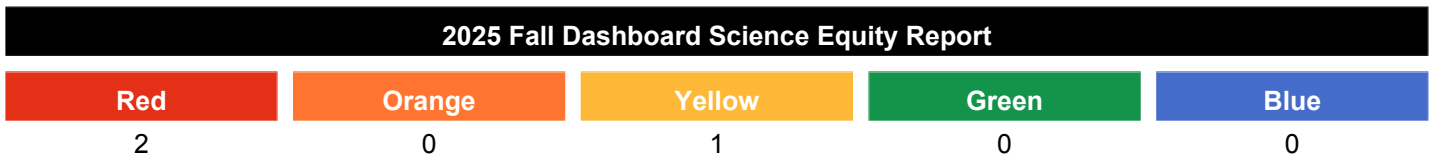
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>39.4 science points</p> <p>Increased 2.6 points</p> <p>99 Students</p>	<p>English Learners</p> <p>Red</p> <p>33.1 science points</p> <p>Maintained 0 points</p> <p>57 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.3 science points</p> <p>Increased 4.1 points</p> <p>86 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>31.1 science points</p> <p>Maintained 1.5 points</p> <p>13 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p> <p> Red</p> <p>34.9 science points</p> <p>Maintained -1.7 points</p> <p>75 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p> <p> No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. Science represents the school's strongest academic area. While English Language Arts and Mathematics are both in the "Red" (lowest) performance category, the "All Students" group for Science is in the "Yellow" (medium) performance category. The school achieved an overall score of 39.4 science points, reflecting an increase of 2.6 points from the previous year.
2. Socioeconomically Disadvantaged Students: This group is a bright spot, performing in the "Yellow" category with 38.3 points and demonstrating the most significant growth with a 4.1-point increase.
3. In addition to the growth seen in socioeconomically disadvantaged students, Students with Disabilities also showed progress. Although they did not receive a performance color due to the small group size (13 students), they maintained an upward trend with a 1.5-point increase, reaching 31.1 science points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 41.4 making progress. Number Students: 210 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 7 Students

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

2025 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
11%	47.6%	0%	41.4%

Conclusions based on this data:

1. Data indicates that 11% of students declined by one level, which is a relatively low percentage and may suggest general stability or progress for most EL students.
2. The data reflects that 0% of multilingual learners maintained an ELPI Level 4, indicating a need for further analysis and targeted support.
3. The English Learner Progress decreased from 47% in 2024 to 41.4% in 2025. Meanwhile, 47.6% of students maintained their current ELPI level, indicating that while they are not regressing, additional scaffolds and supports may be needed to accelerate their progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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 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.

2025 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. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange <p>28.5% Chronically Absent</p> <p>Declined 1.5</p> <p>720 Students</p>	<p>English Learners</p>  Orange <p>27.3% Chronically Absent</p> <p>Declined 1.3</p> <p>322 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>41.4% Chronically Absent</p> <p>Increased 9</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red <p>29.7% Chronically Absent</p> <p>Maintained -0.4</p> <p>609 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined 7.4</p> <p>108 Students</p>	<p>African American</p>  <p>Orange</p> <p>28.8% Chronically Absent</p> <p>Declined 0.9</p> <p>52 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>13.1% Chronically Absent</p> <p>Declined 2.9</p> <p>61 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>Declined 18.9</p> <p>24 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>30.5% Chronically Absent</p> <p>Declined 0.7</p> <p>514 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>38.5% Chronically Absent</p> <p>Increased 1</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>21.9% Chronically Absent</p> <p>Increased 4</p> <p>32 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. The overall rate dropped significantly from a high of 45.3% in 2022-23 to 28.5% (categorized as "Orange") in the most recent reporting period. Local analysis noted a reduction of 15.3 percentage points, with seven student groups decreasing their chronic absence rates by more than 10 points.
2. Despite the overall decline, several groups remain in high-need categories on the California School Dashboard:
 - Socioeconomically Disadvantaged Students: This group is in the "Red" (lowest) category with a 29.7% chronic absenteeism rate.
 - Homeless Students: This group faces the most severe challenges, with 41.4% chronically absent—an increase of 9 percentage points over the previous year.
 - Students with Disabilities: While their rate declined by 7.4 points, it remains high at 33.3% ("Orange" category).
3. Hispanic Students: The school's largest group (514 students) has a chronic absenteeism rate of 30.5%, which is in the "Orange" category.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

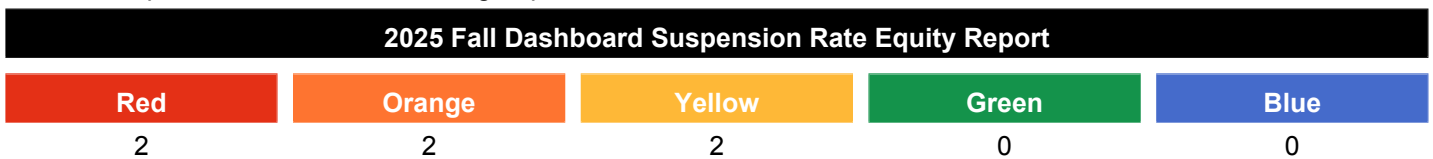
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>6.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>736 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>4.6% suspended at least one day</p> <p>Declined 0.9%</p> <p>327 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 12.5%</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 2.7%</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>6.6% suspended at least one day</p> <p>Increased 0.6%</p> <p>621 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>7.3% suspended at least one day</p> <p>Increased 0.5%</p> <p>109 Students</p>	<p>African American</p>  <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Declined 1.1%</p> <p>54 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1.3%</p> <p>62 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>12.5% suspended at least one day</p> <p>Increased 8%</p> <p>24 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>5.3% suspended at least one day</p> <p>Declined 0.4%</p> <p>525 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Declined 2.2%</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>15.2% suspended at least one day</p> <p>Increased 11.6%</p> <p>33 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

- The data reveals significant disparities in how discipline impacts various student populations:

Pacific Islander Students: This group experienced a massive spike in suspensions, with the rate increasing by 11.6% to reach 15.2%.

African American Students: This group continues to be disproportionately suspended at a rate of 7.4%.

Socioeconomically Disadvantaged and Students with Disabilities: Both groups are in the "Red" category, with suspension rates of 6.6% and 7.3% respectively, and both saw increases this year.
- While the overall trend is concerning, several groups showed positive movement and are performing better than the schoolwide average:

Homeless Students: This group saw a 2.7% decline, resulting in a 0% suspension rate for the year.

English Learners: This group is in the "Yellow" (medium) category with a 4.6% suspension rate, following a decline of 0.9%.

Hispanic Students: The school's largest subgroup is also in the "Yellow" category, with a suspension rate of 5.3% after a slight decline.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This school goal is aligned to the Hayward Unified School District's LCAP priorities. The district affirms that literacy is a fundamental right and that effective literacy instruction occurs across all grade levels. To support this vision, the district prioritizes early literacy, promotes multilingualism through dual language programs, and provides ongoing professional development to strengthen instructional practices, including at the secondary level.

Identified Need

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

The school's overall academic achievement is currently in the "Red" (lowest) performance category for both core subjects:

English Language Arts (ELA): The "All Students" group is 86.3 points below standard. Significant performance gaps exist for English Learners (111.6 points below) and Students with Disabilities (124.4 points below). Additionally, African American students saw a severe decline of 27.5 points, landing at 101.3 points below standard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use of Universal Screener measure student improvement.	<p>aReading (Winter Screener, Grades 2-6)</p> <p>The following data reflects the percentage of students identified as On Track/Low Risk on the a-Reading Winter Screener from 2024 to 2025:</p> <p>Grade 2: Increased from 37% (Winter 2024) to 40% (Winter 2025) Grade 3: Increased from 36% (Winter 2024) to 37% (Winter 2025) Grade 4: Increased from 49% (Winter 2024) to 50% (Winter 2025) Grade 5: Increased from 33% (Winter 2024) to 36% (Winter 2025) Grade 6: Increased from 39% (Winter 2024) to 41% (Winter 2025)</p> <p>Overall, the data indicates modest growth across all grade levels, with increases ranging from 1 to 3 percentage points. While this reflects incremental progress, a significant proportion of students remain below the On Track/Low Risk benchmark, indicating a continued need for targeted literacy instruction and intervention.</p>	Based on prior year trends and planned instructional supports, the Winter 2026 target is an increase of 3–5 percentage points in the percentage of students performing at On Track/Low Risk at each grade level. This projected growth aligns with the school’s focus on strengthening Tier 1 instruction, implementing targeted interventions, and ensuring consistent, standards-aligned literacy practices across classrooms.
Local Assessments: Universal Screener measure student improvement	<p>earlyReading (K-1 Grades)</p> <p>Kindergarten: Winter 2024 Low Risk 28% Winter 2025 Low Risk 26%</p> <p>First: Winter 2024 Low Risk 37% Winter 2025 Low Risk 32%</p>	
ELA CAASPP	ELA CAASP Baseline: Average score 86.3 below standard	The expected outcome is to decrease the average distance from standard by 10 points, improving from 86.3 points below standards to 76.3 points below standards.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	#1 Strengthen Reading Instruction through the Science of Reading Harder Elementary will continue to deepen staff understanding of the Science of Reading and evidence-based reading pedagogy through ongoing professional learning focused on both core instruction and targeted intervention. Harder will also continue to partner with CORE to support	All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and	40,500 Title I 5800: Professional/Consulting Services And Operating Expenditures 6,000 Title I

<p>ongoing professional learning and the development of effective reading instruction practices.</p> <p>#2 Strengthen Writing Instruction and Instructional Practices Harder Elementary will continue to build teacher capacity in writing instruction through collaborative professional learning focused on effective writing pedagogy.</p> <p>Tasks:</p> <p>Teachers will analyze student writing samples and engage in collaborative planning to improve instruction, with an emphasis on equitable outcomes for all students.</p> <p>#3 Implement a Structured System for Data Analysis and Reading Intervention Harder Elementary will develop and implement a consistent model for ongoing data analysis and professional learning in reading. The school will maintain a strong focus on explicit instruction of foundational reading skills across all K–6 classrooms.</p> <p>Tasks:</p> <p>Provide Tier III intensive reading intervention in 6-week cycles facilitated by paraeducators. Offer after-school small group reading instruction for students requiring Tier III support. Utilize English Learner (EL) specialists to provide targeted, intensive reading intervention in 6-week cycles.</p> <p>Resources:</p> <p>Supplemental reading materials and intervention resources for teachers and students Teacher release time for collaboration and data analysis Paraeducator support for intervention implementation Additional teacher hours for small group reading instruction/intervention After-school intervention programs for students Writing Workshop materials to support student writing development</p>	<p>Students with Disabilities.</p>	<p>4000-4999: Books And Supplies Writing Workshop Materials 7559 Title I 1000-1999: Certificated Personnel Salaries After school academic interventions 8154 Title I 4000-4999: Books And Supplies Supplemental Reading Materials</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of reading support strategies at Harder Elementary has been comprehensive and multi-tiered. By March 2026, the reading specialist provided targeted, assessment-driven intervention to approximately 60 students, with a focus on addressing unfinished learning and strengthening foundational literacy skills. In addition, the reading specialist collaborated with all grade-level teams to support lesson design and instructional planning, ensuring alignment with evidence-based reading practices, including vocabulary development and explicit foundational skills instruction.

A targeted intervention model was also implemented in first grade, where the reading specialist and paraeducators collaborated to provide intensive support to all students. This coordinated approach resulted in many students demonstrating significant growth on universal screening assessments.

To further build teacher capacity, the school partnered with CORE to implement structured professional learning cycles that support teachers in refining instructional practices aligned with the Science of Reading.

Overall, the integration of direct student intervention, ongoing teacher collaboration, and extended professional learning opportunities reflects a strong and well-implemented approach to addressing reading achievement. While continued monitoring of student outcomes is necessary to determine long-term impact, current implementation efforts demonstrate meaningful progress toward achieving the school's literacy goals.

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

The school was unable to secure volunteers to support after-school intervention or activities as originally planned. As a result, those funds were reallocated by the School Site Council (SSC) to purchase classroom libraries for student use.

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

Due to a reduction in available funding, the Reading Specialist position will be eliminated. To maintain a focus on improving reading outcomes, the school will continue to invest in CORE Reading coaching to provide ongoing, job-embedded professional development for teachers. This support will prioritize strengthening Tier 1 instruction and implementing effective literacy practices aligned to the Science of Reading.

These changes are reflected in the SPSA under Goal 1, specifically within the strategies and expenditures related to professional development and instructional support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

All students will receive high-quality mathematics instruction tailored to their individual needs through an equity lens, as measured by State (CAASPP Math) and local assessments. To address the current schoolwide baseline of 108.2 points below standard (Red category), the school aims to improve performance to the ****Orange category or higher**** by achieving an expected gain of at least 10 points in the overall Distance from Standard (DFS) during the 2026-2027 school year. This goal specifically targets accelerated growth for the student groups furthest from the standard, including English Learners (135.6 points below) and Hispanic students (121.4 points below), to ensure equitable progress toward grade-level proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

All students master the Common Core Standards on the new Smarter Balanced Assessment.

Identified Need

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

A review of Dashboard and local assessment data indicates that student performance in mathematics remains below grade-level standards, with only minimal improvement over time. In 2024, the average distance from standard (DFS) was 111 points below standard, and in 2025 this improved slightly to 108.2 points below standard. While this reflects a small gain, the overall performance level continues to indicate a significant need for accelerated growth. A key goal moving forward is to reduce the distance from standard by at least 5 points.

Further analysis highlights a critical area of need in the foundational domain of Concepts and Procedures. Currently, 69.92% of all students are performing below standard in this domain, with the need even more pronounced in upper grades—nearly 78% of 6th-grade students are below standard. This indicates a substantial gap in students' foundational mathematical understanding and procedural fluency.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade levels create local assessments	Each teacher creates its own assessments	Utilize similar local assessments per grade level
Math CAASPP	Average score 108.2 points below standard	The expected outcome is to decrease the average distance from standard by 10 points, improving from 108.2 points below standards to 98.2 points below standards.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Grade-Level Collaborative Planning</p> <p>Teachers will collaborate during grade-level meetings to design and implement common progress monitoring assessments aligned to grade-level standards. Instructional teams will engage in ongoing data analysis cycles to review student performance, identify trends, and adjust instruction to better meet student needs.</p> <p>Data sources to be collected and analyzed include:</p> <p>IXL Diagnostic Assessment results District math benchmarks (K–2 and 6th grade) CAASPP Mathematics results (Grades 3–6) Unit-based curriculum assessments</p> <p>Based on data findings, teams will identify areas for targeted professional learning and instructional focus. A key priority will be strengthening instruction in foundational domains, particularly Concepts and Procedures, where 69.92% of students overall—and nearly 78% of 6th-grade students—are currently performing below standard. Instructional strategies and interventions will be aligned to address these gaps and support improved student outcomes. The students will utilize hands on materials to practice Concepts and Procedures.</p>	All Students	3,000 Title I 4000-4999: Books And Supplies
2.2	<p>Annual Measurable Outcome Monitoring</p> <p>Implement district-led targeted supports with the specific goal of moving math performance from Red to Orange or higher, maintaining a target of at least a 10-point decrease in Distance from Standard (DFS) for the 2026-27 school year</p>	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Grade-level teams implemented the strategy by collaboratively developing aligned scope and sequence documents and establishing common assessment agreements across classrooms. These structures supported greater consistency in instruction, pacing, and expectations for student learning.

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

There were no major differences between the intended implementation and the budgeted expenditures associated with this goal. Grade-level teams met as planned to establish instructional agreements, including alignment of scope and sequence and common assessments.

All activities were implemented within the existing structure of professional collaboration, and no significant changes to budgeted expenditures were necessary.

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

As a result of this analysis, grade-level teams will strengthen their focus on intentional planning and consistent use of the district-adopted curriculum to ensure standards-based instruction across all classrooms. Emphasis will be placed on fidelity of implementation, alignment to grade-level standards, and the use of common assessments to monitor student progress.

These adjustments also include refining data analysis practices to ensure instructional decisions are grounded in evidence and targeted toward identified areas of need, particularly in foundational domains.

These changes are reflected in the SPSA under Goal 2 within the strategies and activities related to instructional planning, curriculum implementation, and professional collaboration.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

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

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

Identified Need

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

Based on a review of the 2025 California School Dashboard and local assessment data, Harder Elementary School has identified the following areas of need for English Language Development (ELD):

1. Low Performance and Declining Progress

Declining Proficiency Progress: The English Learner Progress Indicator (ELPI) is currently in the Orange performance category, with 41.4% of English Learners (ELs) making progress toward English language proficiency. This represents a significant decline of 6.6% from the previous year.

Stagnation at High Proficiency Levels: Data shows a struggle to maintain high levels of fluency; in 2025, 0.0% of English Learners maintained ELPI Level 4, the highest proficiency level, compared to 0.5% in the previous two years.

Critical Deficits in Literacy Domains: Local ELPAC results highlight severe foundational challenges in literacy.

Schoolwide, 54.64% of all English Learners are at "Level 1" (Beginning) for Written Language. This issue is most acute in Grade 1, where 82.22% of EL students are at the beginning level for writing.

Reading Domain Weaknesses: Performance in reading is a major barrier, with 62.86% of all EL students performing at the "Beginning" stage. In Grade 6, 77.14% of EL students are at the beginning level for reading, contributing to a three-year decline in that grade's overall mean scale scores.

2. Significant Performance Gaps

Severe Academic Disparities: English Learners are in the Red (lowest) performance category for both core academic subjects, performing 111.6 points below standard in ELA and 135.6 points below standard in Mathematics.

Current vs. Reclassified EL Gap: There is a stark contrast between current and former ELs. In ELA, current ELs are 143.0 points below standard (a decline of 14.2 points), while Recently Reclassified ELs are only 47.9 points below. In Math, current ELs are 162.6 points below standard (a decline of 20.1 points), whereas Reclassified ELs improved by 22.8 points.

Science Equity Gap: Although Science is a relative strength schoolwide, English Learners remain in the Red category, performing at 33.1 points—significantly lower than the "All Students" average of 39.4 points above standard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC test	Determine Long Term students and their levels.	Identify Long Term English Learners by October 2026 to provide small group reading support and EL academy.
Local Reading Assessments	Baseline data to be collected in the fall for all Long Term EL students.	By the end of the 2026-2027, Long Term EL students to increase their reading level by 1 year's growth.
English Learners Progress	41.4% of students making progress	The expected outcome is to increase the percentage of students making progress by 10 percentage points, from 41.4% to 51.4%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Strategies/Activities Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.</p> <p>The school will identify Long-Term Emergent Bilingual (LTEB) students in order to provide targeted in-class instruction, designated ELD support, and after-school interventions across content areas.</p> <p>Based on ELPAC data analysis and input from the ELAC parent community, the focus group will include Long-Term Multilingual Learners in grades 4–6 who are not meeting expected annual language growth targets.</p> <p>Step 1: Data Analysis</p> <ul style="list-style-type: none"> * Staff will identify Long-Term Emergent Bilingual students for the current school year using ELPAC and local assessment data. * Staff will analyze student strengths, language proficiency levels, and academic needs to determine instructional priorities and supports. <p>Step 2: Resources and Intervention Planning</p> <ul style="list-style-type: none"> * Staff will identify and implement resources to support in-class instruction and targeted intervention opportunities, including after-school support. * Teachers will utilize culturally and linguistically responsive instructional materials to support language development across content areas. <p>Step 3: Collaborative Inquiry Cycles</p> <ul style="list-style-type: none"> * Teachers will engage in collaborative planning cycles to design lessons with language scaffolds 	Long term English Learners & reclassified students	2442 LCFF 1000-1999: Certificated Personnel Salaries extra hours: professional learning, after school intervention

<p>across content areas, including mathematics, reading, and writing.</p> <ul style="list-style-type: none"> * Grade-level and bilingual teams will identify instructional focus areas and language-development skills for targeted student groups. * Teams will engage in cycles of inquiry to monitor effectiveness of instructional strategies and adjust supports based on student outcomes. <p>Step 4: Progress Monitoring and Assessment</p> <ul style="list-style-type: none"> * Staff will use local assessments, classroom performance data, and language-development measures to monitor student growth in targeted skills. * Needs assessments and student outcome data will be used to identify professional learning priorities for teachers and instructional staff. <p>Step 5: Professional Learning</p> <ul style="list-style-type: none"> * Teachers and staff will participate in professional learning opportunities focused on bilingual education, emergent bilingual pedagogy, language acquisition, and equitable instructional practices. * Professional development will support implementation of integrated and designated ELD practices aligned to students' language needs. <p>Resources</p> <ul style="list-style-type: none"> * Culturally and linguistically responsive classroom libraries and texts * Multilingual language-development curriculum and supplemental instructional materials * Professional development focused on language acquisition, equity, and culturally responsive pedagogy * Supplemental instructional resources for multilingual learners <p>Additional Strategies/Activities</p> <ul style="list-style-type: none"> * Bilingual teachers will participate in collaborative learning cycles to strengthen instructional practices that support multilingual learners within the bilingual program. * EL Specialists will provide instructional resources, classroom modeling, coaching, and co-planning support for integrated and designated ELD instruction. 		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school implemented targeted classroom interventions for Long-Term Emergent Bilingual students through the support of paraeducators and instructional staff. Paraeducators provided small-group and individualized support focused on language development, academic vocabulary, reading comprehension, and classroom participation across content areas.

Teachers and support staff collaborated to identify student needs using ELPAC and local assessment data and adjusted supports throughout the year based on student progress. Bilingual teachers and EL support staff also engaged in collaborative planning and instructional support to strengthen integrated and designated ELD practices.

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

There were no major differences in the implementation of the planned instructional strategies; however, the school was unable to implement the after-school intervention component due to a lack of teacher volunteers to support the program. As a result, the school shifted its focus toward strengthening classroom-based intervention and instructional supports during the regular school day. Resources and staff support were prioritized to provide targeted in-class intervention, language-development scaffolds, and instructional support for Long-Term Emergent Bilingual students.

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

As a result of this analysis, the school will strengthen systems of support for English Learners by increasing the focus on identifying students in need of targeted intervention and providing more structured Tier 2 instructional supports within the classroom setting. The EL team will collaborate with teachers to analyze student data, monitor progress, and implement language-development strategies aligned to students' academic and linguistic needs.

Additionally, the school will increase professional learning opportunities for teachers through after-school workshops focused on writing instruction strategies and scaffolds for multilingual learners. These professional development opportunities are intended to strengthen teacher capacity in integrated and designated ELD instruction across content areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Logs	Will establish a baseline this school year.	All teachers will complete art projects for the school events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Harder Elementary will promote arts integration by providing students with access to Visual and Performing Arts (VAPA) programs, hosting opportunities to showcase student learning and performance, and supporting teachers through arts integration materials and professional learning opportunities.</p> <p>1. Harder will provide the following VAPA programs on site to support student creativity, engagement, and artistic expression:</p> <p>* Music classes for grades 1–4</p>	All students	<p>6,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Art supplies for classroom integration and cultural events</p> <p>5,000</p> <p>LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>VAPA and/or Social Emotional Assemblies</p>

	<ul style="list-style-type: none"> * Art classes for grades 1–6 * Choir for grades 5–6 * Instrumental music for grades 5–6 <p>2. Harder will host schoolwide VAPA events and performances to showcase student work and celebrate student learning, including:</p> <ul style="list-style-type: none"> * Multicultural Art and Game Night * Black Heritage Student Exposition Night * Winter Concert * Spring Concert * Additional student performance opportunities throughout the school year <p>3. Students will participate in Visual and Performing Arts field trips and enrichment opportunities as designated by grade level to expand exposure to arts experiences and cultural learning opportunities.</p> <p>4. Teachers will be provided with instructional materials, resources, and professional learning opportunities to support arts integration across content areas and strengthen student engagement through creative and culturally responsive instructional practices.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Harder Elementary implemented arts integration opportunities through schoolwide events and family engagement activities that highlighted student creativity, cultural awareness, and academic connections through the arts. Students participated in activities and performances during events such as the Black History Student Exposition Night, Multicultural Family Arts and Games Night, Talent Show, and Family Math Games Night.

These events provided students with opportunities to showcase their artistic work, engage in collaborative and culturally responsive learning experiences, and strengthen connections between the school and families. Overall, the activities increased student engagement and participation while promoting the integration of visual and performing arts across multiple content areas and school community events.

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

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

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

As a result of this analysis, the school will adjust the funding sources used to support arts integration opportunities due to reductions in the discretionary budget. Title I funds will be allocated to support supplemental instructional materials,

arts enrichment opportunities, student assemblies, and partnerships with community arts organizations, including local dance and performing arts programs.

The school will continue to prioritize opportunities that increase student engagement, cultural awareness, and access to visual and performing arts experiences. These changes can be found in the SPSA under the updated budget expenditures, supplemental materials, and strategies/activities related to student enrichment and arts integration opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies, either through standalone SEL curriculum or culture/climate initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

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

Identified Need

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

Based on a review of the 2025 California School Dashboard and the 2025-2026 California Healthy Kids Survey (CHKS), Harder Elementary School has identified significant needs regarding student suspensions and school connectedness.

1. Areas of Low Performance: Suspensions

The school's overall suspension rate is in the "Red" (lowest) performance category.

Upward Trend: For the 2024-25 school year, 6.1% of all students were suspended at least once, representing an increase of 0.5% from the previous yea.

Disciplinary Environment: Student perceptions support the need for improvement; only 35% of 5th graders report that students are well-behaved "most" or "all of the time," and only 45% feel that students are treated fairly when they break school rules.

2. Areas of Low Performance: School Connectedness

Local survey data for 5th-grade students indicates that school climate and connectedness are below state averages:

School Connectedness: The school's rate of 62% is significantly lower than the 73% state average.

Caring Relationships: Only 59% of students report having caring adult relationships at school, compared to 69% statewide.

Perceived Safety: Only 66% of students feel safe at school, which is 12 percentage points lower than the 78% state average.

Violence Victimization: Only 46% of students report "low violence victimization," meaning the majority of students have experienced being hit, pushed, or having rumors spread about them.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Overall Suspension Rate	CA Dashboard data reports that 6.5% of all students were suspended at least 1 day.	Decrease the overall suspension rate by 2% from 6.5% to 4.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Harder Elementary will provide after-school programs and enrichment opportunities designed to strengthen students' sense of identity, belonging, and connection to the school community.</p> <p>Harder will also increase adult support and supervision throughout the school day to provide students with coaching and support in self-regulation, conflict resolution, and social-emotional skill development.</p>	All students	<p>5,000 LCFF 1000-1999: Certificated Personnel Salaries After school programs to support students' social-emotional learning 12,000 LCFF 2000-2999: Classified Personnel Salaries</p>
5.2	<p>Harder Elementary will maintain a Positive Behavioral Interventions and Supports (PBIS) Team to analyze schoolwide behavior and climate data, collaborate with administration, teachers, and support staff, and coordinate systems of support for students. The PBIS Team will meet regularly to review relevant school climate and behavior data, identify current student and staff needs, and develop timely action plans to address schoolwide climate and behavioral concerns.</p> <p>Harder will continue to implement and strengthen positive reinforcement systems to promote expected student behaviors. This includes the use of the Harder Hawks incentive system, in which students earn recognition for demonstrating schoolwide expectations of being safe, respectful, and responsible. Harder Hawks will be used for weekly acknowledgments and earned incentives. Funds will be allocated for staff time to input and monitor behavior data and to provide student incentives and recognition activities.</p> <p>The school will provide assemblies, schoolwide activities, and other support systems designed to promote a positive school climate and reinforce social-emotional learning and expected student behaviors. Topics may include bullying prevention, kindness, empathy, conflict resolution, and positive peer interactions.</p> <p>Students will continue to have access to adequate playground equipment and organized recess activities to promote physical activity, student engagement, and positive peer interactions, while reducing behavioral incidents during recess periods.</p> <p>The SEL Counselor will continue to provide Tier I and Tier II social-emotional and behavioral supports through both direct and indirect services, including student interventions, small groups, classroom support, consultation, and collaboration with staff and families.</p>	All students	

<p>5.3</p>	<p>In collaboration with the Community Schools Team, the school will invest in social-emotional learning programs to address students' social-emotional needs, with a focus on developing empathy, conflict resolution skills, self-regulation, and positive peer interactions.</p> <p>The school will provide professional learning opportunities for teachers to support the implementation of social-emotional learning programs, classroom practices, and after-school activities that promote student wellness and positive school climate.</p> <p>Through Community Schools funding and support, the school will provide additional adult supervision and support during lunch recess to help guide students through peer conflicts, reinforce positive behaviors, and provide coaching in problem-solving and conflict resolution skills.</p>	<p>All Students</p>	<p>10,000 Title I 4000-4999: Books And Supplies Social emotional supplemental materials 20,000 Title I 1000-1999: Certificated Personnel Salaries Professional learning to implement social emotional strategies</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school implemented a variety of strategies and activities to strengthen school climate and support students' social-emotional learning. Assemblies were provided throughout the year to increase student awareness and understanding of schoolwide expectations, bullying prevention, conflict resolution, kindness, and positive peer interactions. These efforts were implemented in collaboration with the Community Schools Team to reinforce a relationship-centered school culture.

Additionally, the school implemented Playworks during lunch recess to provide additional adult support, structured supervision, and organized games for students. The program supported positive student engagement, increased opportunities for safe and inclusive play, and helped reduce conflicts during recess periods through guided activities and adult coaching.

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

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

In collaboration with Community Schools funding, the school expanded its planned implementation by adding structured games and organized activities during lunch recess. These additional supports provided students with increased opportunities for safe play, positive peer interactions, and adult-guided engagement during unstructured times. The added activities also supported the school's efforts to reduce behavioral incidents and strengthen school climate during recess periods.

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

Based on the analysis of this year's implementation and outcomes, the school will continue to work closely with the PBIS Team to improve student behavior and strengthen Tier I interventions. While the foundational strategies were effective in

promoting a safe, respectful, and positive school environment, the school identified a need to refine and expand behavior supports in unstructured settings such as the cafeteria and playground.

As a result, the school will increase adult supervision and student support during lunch and recess periods and expand structured play opportunities and organized activities to promote positive peer interactions, student engagement, and conflict resolution skills. These changes are intended to strengthen school climate, reduce behavioral incidents, and provide students with additional social-emotional support throughout the school day.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Logs	The base line will be determined based on 2025-2026 participation logs across all parent engagement activities.	Increase the attendance to meetings such as Coffee with the Principal, ELAC, etc. by 2%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis. The school will communicate with parents by various means, including the school website, telephone, texts, and email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families</p>	Alls students will be served by the following strategies	2066 Title 1: Parent Allocation materials & supplies

<p>requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTA will be encouraged. The PTA and administration will help to coordinate volunteer efforts at school. Fingerprinting fees will be partially paid by the school and PTA for parents wishing to volunteer.</p> <p>4. Harder's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p> <p>Resources: All necessary materials and services to support all parent engagement efforts.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school implemented family engagement strategies to maintain communication and strengthen partnerships with families throughout the year. Although the Family Engagement Specialist (FES) was only available at the site at a 50% capacity, the school was still able to maintain some level of parent engagement and family support activities. Staff continued to communicate with families through school events, newsletters, and outreach efforts to encourage participation and connection to the school community.

Due to budget reductions and limited staffing capacity, the school was unable to implement parent workshops and engagement opportunities at the same level as in previous years. While family engagement efforts continued, the reduction in resources impacted the frequency and breadth of programming available to families.

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

All allocations were utilized to support parent workshops and meetings.

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

Based on the analysis of this year's implementation and outcomes, the school will continue to prioritize family engagement efforts despite limited staffing and reduced resources. The school will maintain communication with families through school events, outreach efforts, and ongoing family communication systems. Strategies will focus on maximizing available staff capacity to sustain meaningful opportunities for parent involvement and connection to the school community. These continued efforts and adjustments can be found in the Family Engagement strategies and activities section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal :

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

LCAP Goal :

- Increase average daily attendance by 3 %

Identified Need

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

Based on a review of the 2025 California School Dashboard and local survey data, Harder Elementary School has identified the following areas of need regarding student attendance and chronic absenteeism:

1. Areas of Low Performance

Overall Chronic Absenteeism Status: While the school has seen a steady multi-year decline in chronic absenteeism—dropping from 45.3% in 2023 to 28.5% in 2025—it remains in the "Orange" performance category.

Comparison to State Standards: The school's chronic absenteeism rate of 28.5% is significantly higher than the state average of 17.1%.

Socioeconomically Disadvantaged Students: This large subgroup is currently in the "Red" (lowest) performance category, with a 29.7% chronic absenteeism rate.

Local Truancy Data: According to the 2025-26 California Healthy Kids Survey (CHKS), 31% of 5th-grade students reported being absent two or more days in the past 30 days. Approximately 19% of students reported missing three or more days in a single month.

2. Significant Performance Gaps

Homeless Students: This group faces the most severe attendance challenges, with a chronic absenteeism rate of 41.4%. Notably, while other groups showed declines, absenteeism for homeless students increased by 9.0 percentage points over the last year.

Students with Disabilities: Although this group saw a significant 7.4-point decline, their rate remains high at 33.3% ("Orange" category).

Ethnic Gaps: There is a wide disparity between Filipino students (8.3% absenteeism) and Hispanic students (30.5% absenteeism), as well as students of Two or More Races (38.5%).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance Data	Absenteeism (State Indicator) The 2025 actual chronic absenteeism rate for the "All Students" group is 28.5%.	The expected outcome is to reduce the chronic absenteeism rate by 10 percentage points, from 28.5% to 18.5% by the end of the 2026–2027 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Harder staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.</p> <p>1. Harder will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information.</p> <p>2. Harder will acknowledge students with good attendance through various incentive programs including: good attendance awards and recognition, certificate of recognition for the class with highest attendance per month, etc.</p> <p>3. Attendance Clerk, Principal, FES, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions. Chronically tardy students are placed on a check-in/out program with the attendance clerk.</p> <p>Step 1: Student Identification & Assessment * At beginning of school year, the team will identify students from previous school year with chronic absenteeism.</p> <p>Step 2: Monitoring * Create monitoring system *Assign case managers to monitor student(s) progress or needs</p> <p>Step 3: Whole School Incentives * School recognition of improved and high attendance by student , grade , and classroom.</p> <p>Recognition & reward. * Increase communication of the importance of daily attendance and the impact of absences to students , parents and the community is a central component .</p>		None Specified

	Resources: Check-ins by staff such as Family Engagement Specialist, Admin, COST coordinator, counselor Connecting families to community resources School incentives for students		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school experienced personnel changes during the school year, which slowed the implementation of attendance-related strategies and systems. Transitions in staffing impacted the consistency and pace of attendance monitoring and follow-up processes. Despite these challenges, the new staff members made positive strides in building relationships with students and families, strengthening communication, and increasing family connection to the school community. These relationship-building efforts helped support ongoing attendance improvement initiatives and created a stronger foundation for future attendance interventions and supports.

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

All allocated funds were utilized as intended to support the implementation of the planned strategies and activities.

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

The school plans to implement a longer and more consistent attendance campaign focused on students, families, and staff. The team recognized that attendance communication and outreach must occur consistently throughout the year using multiple methods, including automated phone calls, flyers, family outreach, and schoolwide messaging. With more consistent staffing anticipated next year, the team will be better positioned to coordinate and sustain attendance campaigns and intervention efforts. These changes can be found in the Attendance and Family Engagement strategies and activities section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,721.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$101,213.00

Subtotal of additional federal funds included for this school: \$101,213.00

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

State or Local Programs	Allocation (\$)
LCFF	\$24,442.00
Title 1: Parent Allocation	\$2,066.00

Subtotal of state or local funds included for this school: \$26,508.00

Total of federal, state, and/or local funds for this school: \$127,721.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	25,288	846.00
Title I	72,291	-28,922.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	24,442.00
Title 1: Parent Allocation	2,066.00
Title I	101,213.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,001.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	33,154.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	40,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,442.00
2000-2999: Classified Personnel Salaries	LCFF	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
	Title 1: Parent Allocation	2,066.00
1000-1999: Certificated Personnel Salaries	Title I	27,559.00

4000-4999: Books And Supplies

Title I

33,154.00

5800: Professional/Consulting Services And Operating Expenditures

Title I

40,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6

Total Expenditures
62,213.00
3,000.00
2,442.00
11,000.00
47,000.00
2,066.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Cynthia Ortiz, Ed.D.	Principal
Melina Mariscal	Parent or Community Member
Diana Martienz-Velazquez	Parent or Community Member
Virginia Linaldi	Parent or Community Member
Mariah Davis	Parent or Community Member
Hector Leon	Parent or Community Member
Ilsy Aguilera	Parent or Community Member
Michael Gonzales	Classroom Teacher
Maria Singco-Vargas	Classroom Teacher
Ramona Quezada-Martinez	Classroom Teacher
Vanessa Vargas	Classroom Teacher
Juan Herrera	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/25/26.

Attested:



Principal, Cynthia Ortiz, Ed.D. on 5/27/2026



SSC Chairperson, Diana Martinez on 06/01/2026



ELAC Representative, Melina Mariscal on 05/27/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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