

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
C.W. Haman Elementary School	43-69674-6048847	March 31, 2026	June 11, 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 C.W. Haman Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Haman's plans and goals are strategically developed based on data analysis with input from multiple stakeholders. Haman's plan is aligned with the district's LCAP goals in order to enhance student achievement. Haman's plan is reviewed annually with our School Site Council and English Language Advisory Committee through a cycle of action, reflection, and improvement to establish needs and an annual budget.

Educational Partner Involvement

How, when, and with whom did your C.W. Haman 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

Haman's School Site Council meetings:

9/16/2025
10/17/2025
12/2/2025
2/10/2026
3/31/2026

Meetings are open to the public. Each meeting offers a time for public comment per the bylaws. Agendas are posted 72 hours in advance of the meeting date.

Goals, budget, Dashboard Data and Local Assessment Data are reviewed with the staff, parents and community on annual basis.

English Learner Advisory Committee meetings:

10/7/2025
2/10/2026

Meetings are open to the public. Each meeting offers a time for public comment per the bylaws. Agendas are posted 72 hours in advance of the meeting date.

Goals, budget, Dashboard Data and Local Assessment Data are reviewed with the staff, parents and community on annual basis.

Haman's Leadership Team meetings:

9/18/2025
10/23/2025
12/18/2025
1/29/2026
2/12/2026
3/12/2026
4/9/2026
5/14/2026

Meetings consist of Haman Site Leadership Team members. Each meeting offers a time for open forum where Haman staff questions can be asked and Haman staff feedback can be shared.

Each agenda spends time looking at individual goals, the dashboard and local assessment data.

Haman's Staff Meetings:

8/20/2025
9/10/2025
10/8/2025
2/11/2026

Meetings consist of Haman staff. Each member is offered a survey to provide feedback, give ideas and vote to approve the goals and plan on an annual basis. Survey to vote on new plan was sent out to staff on 4/10/2026.

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 only.

Haman Elementary School is not an ATSI/TSI/SCI School. This section is not applicable at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Language Arts is rated in the "orange" category for all students.

This is due to the continued need for foundational literacy skills and the need for explicit phonics for students who are struggling to read. To address this need, our students will have UFLI Phonics Daily and Morphology for grades 3-5. Each teacher will participate in foundational skills professional learning.

English Learner Progress is rated in the "red" category for all students.

This is due to the decrease in English Learner Progress Indicator making progress which is a decrease from 2024. Our students participate in designated ELD daily to support the acquisition of English Language.

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.

Chronic Absenteeism is rated in the "orange" category in the area of Hispanic/Latino, Socio-economically Disadvantaged, and Students with Disabilities.

Chronic Absenteeism is rated in the "red" category in the area of Asian

This is due to the continued need for consistent communication around student attendance.

Suspension is rated in the "orange" category in the area of Two or More Races.

This is due to the continued need for restorative practices and behavior support.

Other Needs

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

Academic Mathematics is rated in the "orange" category in the areas of Hispanic/Latino, White, English Learners, Socio-economically Disadvantaged, and Students with Disabilities.

This is due to the continued need for foundational math skills and the need for consistent math practices around number sense and math fact fluency.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for C.W. Haman 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	0.31%	0.31%	%	1	1	
African American	2.46%	1.54%	0.64%	8	5	2
Asian	16.62%	17.90%	17.83%	54	58	56
Filipino	4.31%	5.56%	5.73%	14	18	18
Hispanic/Latino	37.85%	38.89%	42.36%	123	126	133
Pacific Islander	0.31%	0.31%	0.64%	1	1	2
White	29.23%	26.54%	23.89%	95	86	75
Multiple/No Response	7.69%	7.41%	7.64%	25	24	24
Total Enrollment				325	324	314

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	20
Kindergarten	45	43	42
Grade 1	62	41	46
Grade 2	47	69	35
Grade3	52	46	66
Grade 4	48	54	53
Grade 5	51	49	52
Total Enrollment	325	324	314

Conclusions based on this data:

1. Haman's overall school enrollment has remained above 300 students for the last three school years which is consistent with the last three years.
2. Hispanic Latino is the largest student group for enrollment.
3. White is the next largest student group for enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	71	69	71	16.3%	21.8%	22.6%
Fluent English Proficient (FEP)	34	38	34	11.9%	10.5%	10.8%
Reclassified Fluent English Proficient (RFEP)	21	24		6.6%	6.50%	

Conclusions based on this data:

1. In 2024-2025, 69 students were classified as English Learners.
2. In 2024-2025, 38 students were classified as Fluent English Proficient.

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	44	48	45	41	45	44	41	45	44	93.2	93.8	97.8
Grade 4	49	42	51	47	40	43	47	40	43	95.9	95.2	84.3
Grade 5	43	51	44	43	48	43	43	48	43	100.0	94.1	97.7
All Grades	136	141	140	131	133	130	131	133	130	96.3	94.3	92.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2420.	2407.	2406.	24.39	24.44	15.91	24.39	20.00	20.45	26.83	22.22	27.27	24.39	33.33	36.36
Grade 4	2462.	2481.	2467.	21.28	32.50	25.58	29.79	25.00	25.58	19.15	15.00	18.60	29.79	27.50	30.23
Grade 5	2529.	2505.	2500.	32.56	27.08	18.60	30.23	22.92	32.56	20.93	27.08	25.58	16.28	22.92	23.26
All Grades	N/A	N/A	N/A	25.95	27.82	20.00	28.24	22.56	26.15	22.14	21.80	23.85	23.66	27.82	30.00

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	21.95	13.33	15.91	68.29	64.44	63.64	9.76	22.22	20.45
Grade 4	21.28	17.50	27.91	65.96	75.00	46.51	12.77	7.50	25.58
Grade 5	20.93	16.67	18.60	65.12	62.50	60.47	13.95	20.83	20.93
All Grades	21.37	15.79	20.77	66.41	66.92	56.92	12.21	17.29	22.31

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	7.32	15.56	11.36	65.85	42.22	52.27	26.83	42.22	36.36
Grade 4	8.51	7.50	6.98	65.96	70.00	69.77	25.53	22.50	23.26
Grade 5	25.58	25.00	11.63	55.81	45.83	65.12	18.60	29.17	23.26
All Grades	13.74	16.54	10.00	62.60	51.88	62.31	23.66	31.58	27.69

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	14.63	8.89	11.36	70.73	80.00	70.45	14.63	11.11	18.18
Grade 4	10.64	10.00	16.28	78.72	87.50	67.44	10.64	2.50	16.28
Grade 5	18.60	10.42	9.30	72.09	75.00	79.07	9.30	14.58	11.63
All Grades	14.50	9.77	12.31	74.05	80.45	72.31	11.45	9.77	15.38

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	12.20	13.33	13.64	68.29	73.33	65.91	19.51	13.33	20.45
Grade 4	12.77	22.50	18.60	74.47	62.50	69.77	12.77	15.00	11.63
Grade 5	30.23	22.92	16.28	55.81	62.50	65.12	13.95	14.58	18.60
All Grades	18.32	19.55	16.15	66.41	66.17	66.92	15.27	14.29	16.92

Conclusions based on this data:

1. In 2024-2025, the CAASPP English Language Arts / Literacy scores revealed that 36.36% of third grade students met or exceeded standard.
2. In 2024-2025, the CAASPP English Language Arts / Literacy scores revealed that 51.16% of fourth grade students met or exceeded standard.
3. In 2024-2025, the CAASPP English Language Arts / Literacy scores revealed that 51.16% of fifth grade students met or exceeded standard.

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	44	48	45	44	46	45	44	46	45	100.0	95.8	100
Grade 4	49	42	51	49	41	46	49	41	46	100.0	97.6	90.2
Grade 5	43	51	44	43	50	43	43	50	43	100.0	98	97.7
All Grades	136	141	140	136	137	134	136	137	134	100.0	97.2	95.7

* 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	2412.	2431.	2411.	13.64	30.43	13.33	25.00	15.22	28.89	22.73	21.74	11.11	38.64	32.61	46.67
Grade 4	2460.	2484.	2470.	18.37	26.83	26.09	26.53	26.83	15.22	24.49	24.39	32.61	30.61	21.95	26.09
Grade 5	2500.	2505.	2479.	20.93	28.00	13.95	20.93	16.00	18.60	20.93	24.00	27.91	37.21	32.00	39.53
All Grades	N/A	N/A	N/A	17.65	28.47	17.91	24.26	18.98	20.90	22.79	23.36	23.88	35.29	29.20	37.31

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	18.18	30.43	20.00	40.91	39.13	46.67	40.91	30.43	33.33
Grade 4	28.57	24.39	23.91	30.61	53.66	45.65	40.82	21.95	30.43
Grade 5	18.60	24.00	16.28	41.86	48.00	41.86	39.53	28.00	41.86
All Grades	22.06	26.28	20.15	37.50	46.72	44.78	40.44	27.01	35.07

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	13.64	32.61	15.56	56.82	39.13	55.56	29.55	28.26	28.89
Grade 4	20.41	19.51	17.39	42.86	58.54	58.70	36.73	21.95	23.91
Grade 5	25.58	20.00	9.30	46.51	56.00	53.49	27.91	24.00	37.21
All Grades	19.85	24.09	14.18	48.53	51.09	55.97	31.62	24.82	29.85

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	6.82	21.74	11.11	68.18	52.17	55.56	25.00	26.09	33.33
Grade 4	18.37	24.39	21.74	55.10	60.98	54.35	26.53	14.63	23.91
Grade 5	16.28	22.00	9.30	60.47	42.00	58.14	23.26	36.00	32.56
All Grades	13.97	22.63	14.18	61.03	51.09	55.97	25.00	26.28	29.85

Conclusions based on this data:

1. In 2024-2025, the CAASPP Mathematics scores revealed that 42.22% of third grade students met or exceeded standard.
2. In 2024-2025, the CAASPP Mathematics scores revealed that 41.31% of fourth grade students met or exceeded standard.
3. In 2024-2025, the CAASPP Mathematics scores revealed that 32.55% of fifth grade students met or exceeded standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1410.3	1432.8	1425.0	1421.9	1441.4	1433.5	1382.9	1412.5	1404.5	16	18	13
1	*	1433.8	1443.0	*	1421.8	1464.3	*	1445.4	1421.3	10	13	12
2	1461.3	*	1424.8	1465.8	*	1433.6	1456.6	*	1415.5	12	9	15
3	*	1456.9	*	*	1483.8	*	*	1429.7	*	7	13	10
4	1475.0	*	1464.0	1471.5	*	1470.3	1478.1	*	1457.6	11	5	12
5	*	1496.9	*	*	1491.9	*	*	1501.4	*	4	16	4
All Grades										60	74	66

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	25.00	16.67	23.08	31.25	38.89	30.77	12.50	33.33	30.77	31.25	11.11	15.38	16	18	13
1	*	23.08	16.67	*	15.38	33.33	*	23.08	33.33	*	38.46	16.67	*	13	12
2	16.67	*	0.00	16.67	*	13.33	33.33	*	33.33	33.33	*	53.33	12	*	15
3	*	7.69	*	*	7.69	*	*	61.54	*	*	23.08	*	*	13	*
4	9.09	*	0.00	36.36	*	16.67	18.18	*	41.67	36.36	*	41.67	11	*	12
5	*	12.50	*	*	43.75	*	*	12.50	*	*	31.25	*	*	16	*
All Grades	16.67	14.86	7.58	33.33	28.38	19.70	23.33	35.14	37.88	26.67	21.62	34.85	60	74	66

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	18.75	16.67	30.77	37.50	44.44	30.77	18.75	16.67	15.38	25.00	22.22	23.08	16	18	13
1	*	23.08	25.00	*	30.77	33.33	*	15.38	25.00	*	30.77	16.67	*	13	12
2	25.00	*	6.67	41.67	*	20.00	8.33	*	40.00	25.00	*	33.33	12	*	15
3	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*	13	*
4	36.36	*	25.00	18.18	*	33.33	9.09	*	8.33	36.36	*	33.33	11	*	12
5	*	43.75	*	*	18.75	*	*	12.50	*	*	25.00	*	*	16	*
All Grades	26.67	28.38	18.18	36.67	37.84	30.30	13.33	14.86	24.24	23.33	18.92	27.27	60	74	66

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		16.67	15.38		33.33	23.08		50.00	46.15		0.00	15.38		18	13
1		15.38	8.33		23.08	25.00		30.77	33.33		30.77	33.33		13	12
2		*	0.00		*	6.67		*	40.00		*	53.33		*	15
3		0.00	*		0.00	*		30.77	*		69.23	*		13	*
4		*	0.00		*	0.00		*	25.00		*	75.00		*	12
5		0.00	*		18.75	*		37.50	*		43.75	*		16	*
All Grades	5.00	8.11	4.55	25.00	18.92	10.61	31.67	41.89	34.85	38.33	31.08	50.00	60	74	66

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	25.00	22.22	15.38	56.25	66.67	76.92	18.75	11.11	7.69	16	18	13
1	*	23.08	25.00	*	38.46	58.33	*	38.46	16.67	*	13	12
2	25.00	*	0.00	50.00	*	66.67	25.00	*	33.33	12	*	15
3	*	15.38	*	*	38.46	*	*	46.15	*	*	13	*
4	27.27	*	25.00	27.27	*	41.67	45.45	*	33.33	11	*	12
5	*	0.00	*	*	81.25	*	*	18.75	*	*	16	*
All Grades	30.00	16.22	13.64	46.67	60.81	59.09	23.33	22.97	27.27	60	74	66

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	31.25	27.78	23.08	31.25	50.00	46.15	37.50	22.22	30.77	16	18	13
1	*	38.46	25.00	*	30.77	58.33	*	30.77	16.67	*	13	12
2	50.00	*	20.00	25.00	*	53.33	25.00	*	26.67	12	*	15
3	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
4	36.36	*	33.33	27.27	*	25.00	36.36	*	41.67	11	*	12
5	*	56.25	*	*	18.75	*	*	25.00	*	*	16	*
All Grades	41.67	41.89	27.27	30.00	39.19	42.42	28.33	18.92	30.30	60	74	66

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	12.50	11.11	15.38	68.75	88.89	69.23	18.75	0.00	15.38	16	18	13
1	*	23.08	16.67	*	46.15	50.00	*	30.77	33.33	*	13	12
2	8.33	*	0.00	33.33	*	40.00	58.33	*	60.00	12	*	15
3	*	0.00	*	*	23.08	*	*	76.92	*	*	13	*
4	0.00	*	0.00	45.45	*	33.33	54.55	*	66.67	11	*	12
5	*	6.25	*	*	43.75	*	*	50.00	*	*	16	*
All Grades	5.00	9.46	6.06	56.67	55.41	43.94	38.33	35.14	50.00	60	74	66

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	31.25	38.89	53.85	25.00	55.56	23.08	43.75	5.56	23.08	16	18	13
1	*	7.69	0.00	*	53.85	75.00	*	38.46	25.00	*	13	12
2	16.67	*	0.00	33.33	*	53.33	50.00	*	46.67	12	*	15
3	*	0.00	*	*	53.85	*	*	46.15	*	*	13	*
4	18.18	*	0.00	36.36	*	16.67	45.45	*	83.33	11	*	12
5	*	12.50	*	*	37.50	*	*	50.00	*	*	16	*
All Grades	16.67	14.86	10.61	43.33	55.41	39.39	40.00	29.73	50.00	60	74	66

Conclusions based on this data:

1. During the 2024-2025 school year, 66 English Learners were tested on the ELPAC Assessment.
2. During the 2024-2025 school year, 27.28% of students were in the level 3 and 4 performance level.
3. During the 2024-2025 school year, 72.73% were in the level 1 and 2 performance level.

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
324	29.6%	21.3%	0.0%
Total Number of Students enrolled in C.W. Haman 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	69	21.3%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	96	29.6%
Students with Disabilities	71	21.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.5%
American Indian	1	0.3%
Asian	58	17.9%
Filipino	18	5.6%
Hispanic	126	38.9%
Two or More Races	24	7.4%
Pacific Islander	1	0.3%
White	86	26.5%

Conclusions based on this data:

- The 2024-2025 student population included 21.9% socioeconomically disadvantaged, 21.3% English Learners, and 29.6% Students with Disabilities.

2. The 2024-2025 the largest subgroups of enrollment by Ethnicity or Race is 38.9% Hispanic, 26.5% White and 17.9% Asian.

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The 2025 Fall Dashboard reported that students performance in English Language Arts is orange.
- The 2025 Fall Dashboard reported that students performance in English Learner Progress is red.
- The 2025 Fall Dashboard reported that students performance in mathematics is yellow.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Orange 6.8 points below standard Declined 5.2 points 131 Students	English Learners  Orange 51.7 points below standard Declined 6.7 points 39 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Red 72.8 points below standard Declined 9.8 points 41 Students

Students with Disabilities  Orange 65.6 points below standard Declined 16.6 points 38 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 20 points above standard Increased 23.2 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 47.6 points below standard Declined 23 points 50 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 4.1 points below standard Declined 6.4 points 36 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard English Language Arts All students is orange and declined 5.2 points.
2. The 2025 Fall Dashboard English Language Arts English Learners population is orange and declined 6.7 points.
3. The 2025 Fall Dashboard English Language Arts Socio-economically Disadvantaged population is red and declined 9.8 points.

School and Student Performance Data

Academic Performance Mathematics

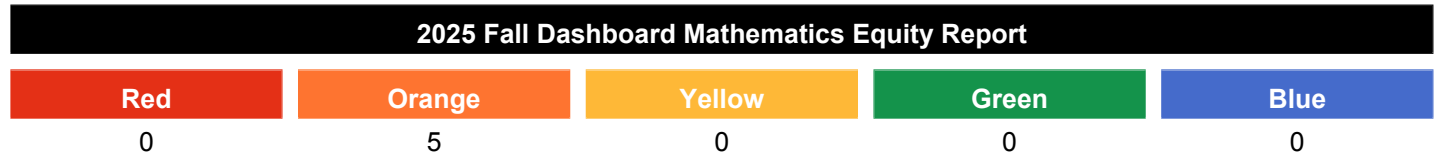
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Yellow 24.7 points below standard Declined 19.5 points 135 Students	English Learners  Orange 57.8 points below standard Declined 21.4 points 43 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 67.1 points below standard Maintained -2.8 points 44 Students

Students with Disabilities  Orange 74 points below standard Declined 17.7 points 38 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 4.2 points above standard Declined 14.7 points 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 54.5 points below standard Declined 21.9 points 53 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 28.3 points below standard Declined 20.8 points 36 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Mathematics All students is yellow and declined 19.5 points.
2. The 2025 Fall Dashboard Mathematics English Learner population is orange and declined 21.4 points.
3. The 2025 Fall Dashboard Mathematics Students with Disabilities is orange and declined 17.7 points.

School and Student Performance Data

Academic Performance Science

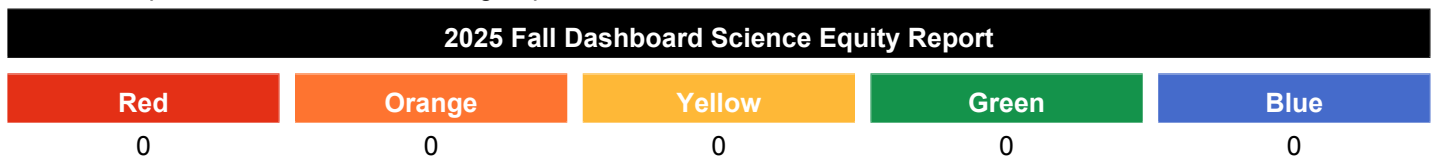
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students Green 59.2 science points Increased 3.6 points 46 Students	English Learners No Performance Color 50.5 science points Increased 6.2 points 13 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 47.1 science points Increased 7.2 points 12 Students

Students with Disabilities  No Performance Color 51.8 science points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 53 science points Increased 2.8 points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 61.2 science points Increased 5.8 points 15 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard Science All students is green and increased 3.6 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	Long-Term English Learner Progress
 Red	 No Performance Color
34.1 making progress.	making progress.
Number Students: 44 Students	Number Students: 0 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
25%	42.5%	0%	32.5%

Conclusions based on this data:

1. The 2025 Fall Dashboard English Learner progress is red showing 34.1% are making progress.
2. The 2025 Fall Dashboard English Language Acquisition shows that 32.5% progressed at least one ELPI level.
3. The 2025 Fall Dashboard English Language Acquisition shows that 42.5% maintained ELPI level 1, 2L, 2H, 3L or 3H.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

17.3% Chronically Absent

Declined 3.9

342 Students

English Learners



Yellow

17.9% Chronically Absent

Declined 3.3

84 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



Orange

23.9% Chronically Absent

Declined 3.8

117 Students

Students with Disabilities  Orange 21.3% Chronically Absent Declined 4 89 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Red 21% Chronically Absent Increased 8.5 62 Students	Filipino  No Performance Color 11.1% Chronically Absent Declined 8.9 18 Students	Hispanic  Orange 20.1% Chronically Absent Declined 6.3 134 Students
Two or More Races  Green 6.5% Chronically Absent Declined 13.5 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 15.6% Chronically Absent Declined 3 90 Students

Conclusions based on this data:

1. Chronic absenteeism for All Students is yellow showing 17.3% chronically absent and 3.9 declined.
2. Chronic absenteeism for Students with Disabilities is orange showing 21.3% chronically absent and 4 declined.
3. Chronic absenteeism for English Learners is yellow showing 17.9% chronically absent and 3.3 declined.

School and Student Performance Data

Conditions & Climate Suspension Rate

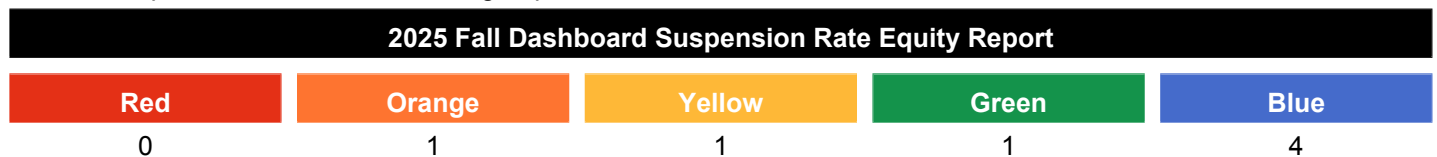
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
All Students Blue 0.9% suspended at least one day Declined 1.1% 350 Students	English Learners Blue 0% suspended at least one day Declined 1% 86 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined 3.9% 123 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.3% 90 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 1.6% suspended at least one day Maintained -0.1% 64 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Green 0.7% suspended at least one day Declined 1.3% 137 Students
Two or More Races  Orange 3.2% suspended at least one day Increased 3.2% 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Declined 3.1% 92 Students

Conclusions based on this data:

1. In 2025, the Fall Dashboard All Students is blue and 0.9% suspended at least one day. This was a decrease of 1.1%.
2. In 2025, the Fall Dashboard Socioeconomically Disadvantaged is blue and 0.0% suspended at least one day. This was an decrease of 3.9%.
3. In 2025, the Fall Dashboard Students with Disabilities is blue and 0.0% suspended at least one day. This was an decrease of 1.3%.

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.

Academic Performance / Curriculum Delivery

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by state and district assessments and dashboard indicators:

Fountas & Pinnell grade K-5
CAASPP ELA grades 3-5
CAASPP Mathematics grades 3-5
Second iReady Mathematics grades K-5
California Dashboard Indicator

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Haman Priorities:

Integrated/Designated English Language Development & English Language Arts Foundational Skills (classroom) /
Phonics / Morphology / Math Fact Fluency
Collaborative Data Inquiry Cycles (Team)
MTSS: Intervention (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.

Haman Elementary has a need to focus on all students by improving outcomes and closing the achievement gap. The Haman Staff will focus on the progress of our English Learners and 3-5 Math CAASPP using iReady Math and iReady ELA assessments. The Haman Staff will focus on Literacy Foundational Skills / Phonics / Morphology. All students will benefit from the work we will do in Literacy Foundational Skills. The Haman Staff will focus on Math Fact Fluency. All students will benefit from the work in learning math facts. See Data below in Annual Measurable Outcomes.

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
Fountas & Pinnell Reading Benchmarks K-5	61% met standard	70% met standard
CAASPP English Language Arts	50% overall met or exceeded	60% overall met or exceeded
CAASPP Mathematics	47% overall met or exceeded	50% overall met or exceeded
Second Diagnostic K-5 iReady Mathematics	41% on or above grade level	51% on or above grade level
English Language Arts (Dashboard)	orange / low performance	green / high performance
Academic Mathematics (Dashboard)	orange / low performance	green / high performance

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	Curriculum that support all academic content areas to support student learning	All Students	None Specified None Specified
1.2	Software licenses that support student learning	All Students	None Specified None Specified
1.3	Husky Intervention: Small group intervention to focus on students to improve academics in ELA, ELD, and math	All Students English Learners Socio-economically disadvantaged	67,010 Targeted Allocation 1000-1999: Certificated Personnel Salaries Items listed but not limited: Before or after school intervention for small groups During the day intervention for small groups Hourly pay for certificated and classified staff (instructional & non-instructional) Materials and supplies to support small group intervention
1.4	Art supplies and materials that support student learning	All Students	None Specified None Specified

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.

Small Group Intervention will support UFLI Phonics, Designated ELD, Math and Reading for students.

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

The Targeted budget has decreased \$7,400 for the 2026-2027 school year. This will have a direct impact on student learning for unduplicated students and English Learners.

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 entire targeted budget will now support the Small Group Intervention.

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.

English Learners

All English Learners will show measured growth on the ELPAC assessment to meet or exceed state expectations and dashboard indicators.

ELPAC

English Learner Progress Dashboard Indicator

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Haman Priorities:

Integrated/Designated English Language Development & English Language Arts Foundational Skills (classroom) /

Phonics / Morphology / Math Fact Fluency

Collaborative Data Inquiry Cycles (Team)

MTSS: Intervention (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.

Haman has a need to focus on English Learners continued access to integrated ELD, designated ELD and small group differentiated work in the classroom and through intervention.

See Data below in Annual Measurable Outcomes.

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	52% Making Progress / Progressed at Least One Level	60% Making Progress / Progressed at Least One Level
English Learners Progress Dashboard Indicator	red / very low performance	yellow / medium performance

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	Translation and Interpretation will be provided as needed for non-English speaking members of our community	English Learners	None Specified None Specified

2.2	Small group EL instruction using the district adopted curriculum	English Learners	None Specified None Specified
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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.

Small group intervention will support UFLI Phonics, Designated ELD, Math and Reading for students.

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

The Targeted budget has decreased \$7,400 for the 2026-2027 school year. This will have a direct impact on student learning for unduplicated students and English Learners.

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.

Translation and Interpretation services will be funded through the general budget. The entire targeted budget will now support small group intervention.

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.

School Climate / School Safety / Student and Family Engagement

All staff, students and parents and larger community will foster connectedness, meaningful participation, caring adults in school and academic motivation.

All students and staff will work in an environment that supports physical and emotional health and safety.

All students and staff will maintain a healthy average daily attendance.

Dashboard Indicator - Attendance / Chronic Absenteeism

Dashboard Indicator - Suspension Rate

California Healthy Kids Survey

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Haman Priorities:

MTSS: Intervention (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.

Haman Elementary has a need to ensure that we are providing social-emotional support to all students.

There is a need to continue using the Olweus Bullying Prevention Program to address bullying behavior.

The Haman staff is committed to providing a safe environment for all students.

The Haman staff is committed to increasing our average daily attendance, increasing meaningful participation and parent involvement in schooling.

See Data below in Annual Measurable Outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance / Chronic Absenteeism Dashboard Indicator (Hispanic/Latino, Socio-economically Disadvantaged, and Students with Disabilities)	orange / low performance	blue / high performance
Attendance / Chronic Absenteeism Dashboard Indicator (Asian)	red / very low performance	blue / very high performance
Suspension Rate Dashboard Indicator (Two or more races)	orange / low performance	blue / very high performance
California Healthy Kids Survey (Meaningful Participation)	48%	65%

California Healthy Kids Survey (Parent Involvement in Schools)	72%	82%
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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
3.1	Olweus Bullying Prevention Program, student spirit weeks, positive intervention for behavior, and award recognition for academics, kindness, empathy, responsibility and for being a Husky Hero. Programs that promote and support teamwork, good sportsmanship and patience.	All Students	None Specified None Specified
3.2	Monthly truancy and attendance conversations with parents will occur on an as needed basis.	All Students	None Specified None Specified
3.3	Wellness support provided to students to support their social-emotional needs.	All Students	None Specified None Specified

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.

We continue to implement Olweus Bullying Prevention Program to support students on the playground and in the classroom. Students learn how to manage bullying situations. Students learn skills that they can apply to support other students. Students learn expected behaviors and ways to communicate with peers and adults.

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

The Targeted budget has decreased \$7,400 for the 2026-2027 school year.

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.

Funds are not needed to support this goal. The Haman PTA funds assemblies that support topics such as bullying prevention, character development and social-emotional topics.

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	\$67,010.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Targeted Allocation	\$67,010.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$67,010.00

Total of federal, state, and/or local funds for this school: \$67,010.00

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
Targeted Allocation	67,010	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	67,010.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,010.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	67,010.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,010.00

School Site Council Membership

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

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

Name of Members	Role
Kimberly Wakefield	Principal
Shelby Santiago	Classroom Teacher
Jenna Keech	Classroom Teacher
Deveney Rebeiro	Other School Staff
Katie Pettersen	Other School Staff
Meredith Shelly	Parent or Community Member
Brian Bosso	Parent or Community Member
Jennifer McHenry	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 March 31, 2026.

Attested:



Principal, Kimberly Wakefield on March 31, 2026



SSC Chairperson, Jennifer McHenry on March 31, 2026