

School Year:

2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name

County-District-School  
(CDS) Code

Schoolsite Council  
(SSC) Approval Date

Local Board Approval  
Date

X **I have completed my SPSA.**

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Hollister Dual Language Academy's Mission and Vision Statements: "Academic Excellence in Two Languages" is the mission of Hollister Dual Language Academy. Our vision is for every student to become bilingual, bi-literate, and bi-cultural through a rigorous academic program that develops language proficiency in both English and Spanish while fostering global competency, respect for diversity, and a love of learning. Our educational program is designed to provide a safe, secure, and supportive learning environment for the entire community of students, staff, and families.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey results focused on improving communication on all levels, the desire for consistent behavior management plan/training, and innovation team meeting to plan and make program improvements with stakeholders. Surveys were sent to all stakeholders about distance learning and input on the pandemic school year. There were various meetings throughout the year where parent and teacher input were solicited and used for decision making. Our Capturing Kids' Hearts survey qualified us for a second year as a Showcase School for the culture and climate we cultivate. Moving forward, we will be surveying parents for their input as we seek to make up the learning gaps from the pandemic.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited frequently informally, and once or twice a year for formal observations with teachers being evaluated. Initiatives (newer and prior) such as implementation of the language arts adoption, language acquisition strategies, Thinking Maps and student engagement are evident. Classroom management is strong throughout the school. Small group instruction is observed daily and a intervention and special education services are provided through a push-in model (teachers go to student classrooms vs. pulled out of class) and when more necessary, a pull-out session. The 50:50 dual language model is strictly followed. Growth targets include English learner math achievement, scaffolding language for better acquisition, increasing academic language in both English and Spanish, and reading stamina. Reading for the primary grades is of special focus as during distance learning, many students struggled to learn to read.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

HDLA teachers use data from common formative assessments, Smarter Balanced Interim Assessment Benchmarks, local and district rubrics, early literacy assessments, and the district's benchmarks to assess students and modify instruction accordingly. ELPAC results are used to plan for English language development for English learners. Writing is assessed continually through rubrics developed by HDLA and the district and is formally measured three times a year. Small group instruction is proving invaluable to teachers who are better able to assess student needs both formally and anecdotally to target instruction. Professional development based on the adopted ELA curriculum has resulted in improved literacy instruction practices. Due to the current pandemic, we used the alternative STAR Assessment in place of the Smarter Balanced State Tests. The district benchmark assessments will continue to be STAR Reading and STAR Math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teacher teams meet weekly to plan and adjust instruction according to formative assessment data. They also meet with admin and the intervention teacher and Reading Instructional Assistants to review data to inform instruction. The staff meets three times a month as a professional learning community to analyze grade level and school wide data and to discuss strategies for increasing student performance. Instructional Leadership Team members have participated in District training and guidance in developing the process for analysis of data and leading site specific professional development in order to focus on growth targets. Data from writing, Benchmark Advance theme unit tests, daily Orton-Gillingham structured literacy lessons is used. At the site level, the Student Study Team utilizes data from assessments to help the team identify each student's areas of strength and challenge and to provide and document necessary interventions and if needed, refer to further intervention.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

HDLA staff are highly qualified. All teachers possess at least a bachelor's degree, have the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach. Additionally, since HDLA is a dual language immersion program, all teachers possess a CLAD (or equivalent) or BCLAD which reflects their Spanish proficiency and training as language development teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, language proficiency in Spanish as appropriate for their assignment, and demonstrate subject matter knowledge and competence. Professional development is provided by the district and site level to support teachers in the implementation of the CCSS, and the adoption of new instructional materials and strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

HDLA staff development centers around research based instructional strategies, as they relate to instructional effectiveness and technology play a central focus. Project GLAD (Guided Language Acquisition Design), Professional Learning Communities, Vocabulary Development through Language Objectives, Early Literacy Guided Reading, and CCSS implementation are all staff development initiatives aligned closely with the needs of students and support of their teachers. HDLA is a school community teaching core academics through two languages. Language learning and literacy are well supported through these professional development workshops focused on best practices and it is the district and site goal to provide relevant ongoing staff development that results in improved performance for students. In light of the limitations of in-person gathering and budget constraints, such workshops are often presented by staff and or admin online.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school and district provide instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts and observe and receive support from peers and coaches in the classroom to deepen their knowledge about the subject content and delivery of instruction. Teachers are given the opportunity to observe one another and to visit other dual language teachers within the school when possible. The HDLA principal and Assistant Principal have extensive experience with dual language programs and support teacher development of best practices and models various strategies in the classroom. Teaching staff, paraprofessionals, and instructional assistants engage in professional development that provides them with the skills and tools necessary to implement research based instructional strategies to meet the needs of English learners and individual student learning needs. The district provides professional development from content experts that is sequenced intentionally over time and has consistent focus on identified core curriculum (Eureka Math, Benchmark Advance ELA, California Collections ELA, inSpire Science, National Geographic Social Studies) and districtwide strategies outlined in the LCAP to improve reading (Footsteps 2 Brilliance, Accelerated Reader/myOn, Orton-Gillingham/Preventing Academic Failure). All professional development is sequenced in the following progressions: Level 1- Initial Trainings, Level 2- Follow Up Professional Learning to Deepen Practice, Level 3- Site Based Capacity Building for Systemic Schoolwide Improvement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

HDLA is a mature Professional Learning Community. Teachers collaborate on an on-going basis in order to ensure that content skills and knowledge are being developed in both languages in a model that "bridges" learning in either language to the other. Teachers are provided time to review data and plan in both PE release time and an early Thursday dismissal of students. The grade level team model is used to look at and plan results oriented cycles of improvement. Teachers look closely at results of data to inform their instruction. The HDLA PLC is guided by a simple, standards based approach to working through curriculum, instruction, and formative assessments: What do they need to learn? (CCSS) What does it look like when they've learned it? (Rubric or assessment) How do we get them there? (Lessons and strategies) What do we do when they don't learn it? (Re-teach) What do we do when they need to be challenged? (Differentiation)

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum used for Language Arts, Mathematics, Science, and Social Studies are all standards based and state-adopted. HDLA incorporates the goal of multiculturalism through social studies and other appropriate curriculum. Curriculum is provided in both English and Spanish for all students. Staff will have been trained in Common Core Standards, New Generation Science Standards, Benchmark Advance/Adelante ELA curriculum and Eureka Math, and designing lessons for online learning. Each grade level follows a pacing guide which aligns the standards taught with benchmark assessments to ensure that students are assessed on what they have learned.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The site administrators ensure adherence to the required instructional minutes through the school and class schedules that are developed collaboratively. Intensive differentiation and interventions are provided daily within the language arts block and core instructional time is given priority with minimal interruption.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

HDLA's language program is rigorous and the pace is fast in order to deliver all the content standards in both Spanish and English. Instruction is paced according to the district benchmark assessments that monitor progress of standards taught each trimester. Teachers work closely to bridge concepts, knowledge, and skills that are taught in one language to the other. Second graders not reading at grade level receive intensive reading support. ELs not re-designated by 5th and 6th grade receive daily intervention support in vocabulary and writing. Third and fourth graders receive intensive intervention prior to State assessments and kindergartners and first graders not at grade level by spring receive push in intervention support. Multi-Tiered Systems of Support at HDLA consist of daily differentiation in the classroom, periodic interventions as indicated for each grade level, a student study team convenes weekly to monitor progress and make recommendations based on data, and input from teacher, interventionist, parent, school psych, and RSP.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to grade level textbook instructional materials. English learners, gifted, low achieving students and Special Education students, receive additional and differentiated instruction support materials through the adopted programs. Thinking Maps (used everyday) help all student learning. Intervention and classroom teachers provide additional support for at-risk students and English Language Learners utilizing standards based curriculum. Standards based instructional materials are available in English and Spanish to all students. All students have access to grade level standards-based curriculum, appropriate for a dual language educational setting.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

HDLA provides State Board of Education adopted core instructional programs in two languages for all students from Transitional Kindergarten through 8th grades. Intervention materials are standards-aligned and are from Orton-Gillingham based programs and the language arts curriculum.

## Opportunity and Equal Educational Access



Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The use of ELA curriculum, planned writing and Math curriculum (combined with research based teaching methods like Thinking Maps, and active engagement techniques) help provide support for under performing students in the classroom. Examples of strategies are use of complete sentences, equity cards, sentence frames, visuals, graphics, musical chants and full body responses. District adopted programs provide support materials to enable teachers to instruct under-performing students with additional and differentiated lessons. Teachers use Thinking Maps and the strategies taught in training to support all student learning through visuals and graphic organizers. Technology such as Elmos, laptops, and projectors are used to enhance classroom lessons. Interventions also help under performing students close reading gaps and progress monitoring data makes sure students stay growing. The Student Study Team (SST) process is implemented to provide teachers with additional assistance with students who may have academic, behavioral, or language needs so levels of intervention can be initiated to support individual students within their classroom. The services provided by the dual language program at HDLA enable under-performing students to meet and exceed standards by providing differentiated instruction in both English and Spanish. HDLA has 1-1/2 Intervention teachers who provide intervention to students who are not performing at grade level, many of whom are English Learners. Classroom teachers also provide after school intervention for students not meeting promotion criteria in English or Spanish.

Evidence-based educational practices to raise student achievement

The HDLA program was founded as a way to support English Learners in the Hollister School District as well as a means for English speaking students to acquire a second language. Dual language immersion is an internationally successful research-based best practice proven to be the most effective instructional program for English Learners. Because of the nature of the challenges of teaching language through academics, HDLA has developed an academic program that relies on various best practices that are research-based to help students succeed. These include: Visible Learning strategies, sheltered instruction, Project GLAD, project-based learning, MTSS, Professional Learning Communities, differentiation strategies, "bridging" instruction from one language to the other, cooperative learning and student engagement strategies, guided reading, writing process, instructional coaching, and cross curricular themes.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families attending the Hollister Dual Language Academy commit to volunteer a minimum of 30 hours per school year and will likely serve their volunteer time supporting their children in virtual meetings and hands-on support for homework at home due to the limitations of parents on campus. We expect to return to having their fundraising support and presence in the classrooms as soon as the pandemic subsides. The District provides after school reading interventions for migrant students. The YMCA after school program provides care and homework support, as well as Hollister Youth Alliance Counseling, Healthy Choices/Harvest of the Month Collaborative, Community Pantry, Migrant Education services, and San Benito County services. The Migrant Education Program provides a part time Migrant Parent Liaison who informs parents about school and community resources available to them. The district Migrant Education Program also provides intervention classes after school and counseling services to students in need. During the pandemic the details of these services are to be determined.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council oversees the implementation and evaluation of the categorical funded initiatives. PLCs are involved in a continuous cycle of program improvement through data analysis that monitors student learning, drives instruction, and determines which strategies and initiatives prove most effective. Teachers are members of the site Leadership Team and SSC and are essential contributors. Parents and community stakeholders are integral to the SSC and ELAC and are surveyed for their input as appropriate and receive reports and communication regarding the school programs. The Hollister School District, HSD School Board, and the San Benito County Office of Education also provide support with data analysis and review of the level of implementation of funded programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides support for under-performing students who are predominantly English learners and/or socioeconomically disadvantaged students at HDLA. The Migrant Education Program provides the site with a part time Community Liaison, who works closely with families of students in need of assistance in educational and other matters. The HDLA intervention teacher and Reading Instructional Assistants are responsible for providing daily intervention and periodic assessment. Targeted Intervention for at risk students is also provided during and after school through Migrant and SES funds.

Fiscal support (EPC)

The school receives Lottery funds, and Title 1 funds. These funds are coordinated, prioritized, and allocated to align with ELA, ELD, and math as specified in the SPSA.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

At the District level, multiple meetings and discussions have occurred with the Superintendent regarding goals and the LCAP. A recurring theme this year is the plan for early intervention due to the academic losses of online learning and has been integral to the SPSA. Input from teachers throughout the year provides admin with relevant information with which to make decisions. In the past year, all primary teachers were trained in the Orton-Gillingham Structured Literacy model which was adopted school wide last year and which were integral to piloting and planning future training for interventions for the school. Ongoing input from parents and discussions at ELAC and Parent Club Meetings, and School Site Council have helped form the plans in the SPSA.

## **Resource Inequities**

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

We have not identified any resource inequities in our program.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.38%	0.37%	0.1%	3	3	1
Asian	0.26%	0.12%	%	2	1	
Filipino	%	0%	%		0	
Hispanic/Latino	91.45%	92.39%	94.4%	717	753	778
Pacific Islander	%	0%	%		0	
White	5.99%	5.28%	3.8%	47	43	48
Multiple/No Response	0.38%	1.47%	0.3%	3	3	4
Total Enrollment				784	815	831

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	165	154	129
Grade 1	107	103	103
Grade 2	103	101	100
Grade3	90	100	90
Grade 4	95	92	99
Grade 5	59	92	99
Grade 6	58	56	79
Grade 7	58	58	81
Grade 8	49	59	51
Total Enrollment	784	815	831

### Conclusions based on this data:

1. Enrollment reflects the community of Hollister.
2. Since HDLA is a school of choice and a language program, the majority of our students are either from families who seek to regain a heritage language or to learn English while developing academic Spanish skills.
3. The school has grown by two classes each year for the last 8 years. Due to the pandemic we lost some students who were unable to maintain the Spanish in an online learning model.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	355	365	316	45.3%	44.8%	39.5%
Fluent English Proficient (FEP)	128	142	132	16.3%	17.4%	16.5%
Reclassified Fluent English Proficient (RFEP)	18	30	27	5.6%	8.5%	7.4%

### Conclusions based on this data:

1. Missing a year of ELPAC testing at the beginning of the pandemic made it harder to reclassify students last year. Despite the challenges, reclassification rates did not drop to levels in previous years.
2. Having received new ELPAC data from May 2021, we are in the process of reviewing student achievement and preparing LTELS for reclassification in 2021-2022 year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	96	94	56	96	91	56	96	91	100	100	96.8
Grade 4	59	59	95	59	58	94	59	58	94	100	98.3	98.9
Grade 5	57	60	59	56	59	57	56	59	57	98.2	98.3	96.6
Grade 6	53	57	59	52	57	59	52	57	59	98.1	100	100
Grade 7	51	50	58	49	46	58	49	46	58	96.1	92	100
Grade 8	43	54	49	43	50	48	43	50	48	100	92.6	98
All Grades	319	376	414	315	366	407	315	366	407	98.7	97.3	98.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2436.	2439.	2439.	23.21	27.08	28.57	28.57	31.25	35.16	30.36	25.00	15.38	17.86	16.67	20.88
Grade 4	2476.	2461.	2446.	30.51	25.86	19.15	28.81	24.14	20.21	13.56	17.24	23.40	27.12	32.76	37.23
Grade 5	2502.	2511.	2483.	14.29	27.12	15.79	33.93	30.51	28.07	26.79	16.95	22.81	25.00	25.42	33.33
Grade 6	2582.	2551.	2557.	32.69	14.04	25.42	48.08	40.35	44.07	11.54	35.09	16.95	7.69	10.53	13.56
Grade 7	2603.	2612.	2588.	28.57	28.26	18.97	55.10	56.52	51.72	8.16	6.52	25.86	8.16	8.70	3.45
Grade 8	2631.	2619.	2626.	30.23	32.00	37.50	53.49	44.00	43.75	16.28	16.00	6.25	0.00	8.00	12.50
All Grades	N/A	N/A	N/A	26.35	25.68	23.83	40.32	36.34	35.38	18.10	20.49	18.92	15.24	17.49	21.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	27.08	28.57	50.00	42.71	50.55	25.00	30.21	20.88
Grade 4	27.12	20.69	18.09	50.85	48.28	47.87	22.03	31.03	34.04
Grade 5	16.07	25.42	26.32	62.50	49.15	43.86	21.43	25.42	29.82
Grade 6	34.62	21.05	30.51	50.00	52.63	52.54	15.38	26.32	16.95
Grade 7	36.73	41.30	20.69	55.10	50.00	67.24	8.16	8.70	12.07
Grade 8	41.86	42.00	37.50	53.49	42.00	52.08	4.65	16.00	10.42
All Grades	29.52	28.69	26.04	53.65	46.99	51.84	16.83	24.32	22.11

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.21	27.08	16.48	57.14	53.13	60.44	19.64	19.79	23.08
Grade 4	30.51	29.31	12.77	44.07	39.66	54.26	25.42	31.03	32.98
Grade 5	25.00	27.12	19.30	53.57	49.15	49.12	21.43	23.73	31.58
Grade 6	46.15	35.09	30.51	48.08	57.89	57.63	5.77	7.02	11.86
Grade 7	51.02	50.00	44.83	40.82	47.83	51.72	8.16	2.17	3.45
Grade 8	44.19	54.00	52.08	55.81	34.00	39.58	0.00	12.00	8.33
All Grades	35.87	35.25	26.29	49.84	47.81	53.32	14.29	16.94	20.39

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.07	23.96	25.27	64.29	61.46	62.64	19.64	14.58	12.09
Grade 4	25.42	18.97	14.89	52.54	63.79	65.96	22.03	17.24	19.15
Grade 5	12.50	13.56	8.77	69.64	66.10	68.42	17.86	20.34	22.81
Grade 6	32.69	14.04	22.03	63.46	75.44	64.41	3.85	10.53	13.56
Grade 7	12.24	26.09	22.41	79.59	69.57	72.41	8.16	4.35	5.17
Grade 8	25.58	28.00	27.08	67.44	66.00	66.67	6.98	6.00	6.25
All Grades	20.63	20.77	19.90	65.71	66.39	66.34	13.65	12.84	13.76

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	22.92	29.67	58.93	63.54	49.45	12.50	13.54	20.88
Grade 4	28.81	24.14	17.02	52.54	51.72	48.94	18.64	24.14	34.04
Grade 5	21.43	35.59	17.54	53.57	47.46	52.63	25.00	16.95	29.82
Grade 6	61.54	45.61	30.51	32.69	47.37	57.63	5.77	7.02	11.86
Grade 7	61.22	67.39	31.03	30.61	26.09	60.34	8.16	6.52	8.62
Grade 8	62.79	46.00	60.42	37.21	48.00	33.33	0.00	6.00	6.25
All Grades	42.54	37.43	28.99	45.08	49.73	50.61	12.38	12.84	20.39

**Conclusions based on this data:**

1. Reading continues as an area for improvement with 77.88% meeting or exceeding standards, a slight improvement in some grades with 4th and 5th continuing a pattern of lower achievement.
2. Writing and Research scores show 79% of students meeting or exceeding the standards.
3. Listening is a strength, with 86.29% of students meeting or exceeding the standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	96	94	56	96	93	56	96	93	100	100	98.9
Grade 4	59	59	95	59	59	93	59	59	93	100	100	97.9
Grade 5	57	60	59	57	60	59	57	59	59	100	100	100
Grade 6	53	57	59	53	57	59	53	57	59	100	100	100
Grade 7	51	50	58	50	48	58	50	48	58	98	96	100
Grade 8	43	54	49	43	53	49	42	53	49	100	98.1	100
All Grades	319	376	414	318	373	411	317	372	411	99.7	99.2	99.3

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2459.	2467.	28.57	28.13	39.78	30.36	34.38	24.73	23.21	22.92	20.43	17.86	14.58	15.05
Grade 4	2469.	2472.	2468.	16.95	16.95	13.98	25.42	27.12	33.33	37.29	38.98	30.11	20.34	16.95	22.58
Grade 5	2480.	2495.	2475.	14.04	15.25	10.17	7.02	22.03	20.34	42.11	30.51	28.81	36.84	32.20	40.68
Grade 6	2531.	2520.	2526.	18.87	12.28	11.86	28.30	12.28	32.20	32.08	56.14	27.12	20.75	19.30	28.81
Grade 7	2533.	2576.	2564.	16.00	25.00	15.52	16.00	35.42	31.03	40.00	29.17	37.93	28.00	10.42	15.52
Grade 8	2601.	2570.	2585.	26.19	16.98	28.57	28.57	33.96	28.57	35.71	24.53	20.41	9.52	24.53	22.45
All Grades	N/A	N/A	N/A	19.87	19.89	20.92	22.40	27.96	28.47	35.02	32.80	27.25	22.71	19.35	23.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.64	50.00	53.76	33.93	35.42	26.88	21.43	14.58	19.35
Grade 4	23.73	18.64	24.73	37.29	49.15	41.94	38.98	32.20	33.33
Grade 5	17.54	25.42	22.03	29.82	33.90	23.73	52.63	40.68	54.24
Grade 6	32.08	17.54	18.64	39.62	40.35	49.15	28.30	42.11	32.20
Grade 7	18.00	33.33	22.41	38.00	54.17	53.45	44.00	12.50	24.14
Grade 8	35.71	26.42	34.69	45.24	47.17	42.86	19.05	26.42	22.45
All Grades	28.39	30.65	30.90	36.91	42.20	38.69	34.70	27.15	30.41

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	27.08	33.33	51.79	56.25	50.54	19.64	16.67	16.13
Grade 4	15.25	25.42	17.20	55.93	52.54	48.39	28.81	22.03	34.41
Grade 5	10.53	20.34	6.78	40.35	40.68	50.85	49.12	38.98	42.37
Grade 6	18.87	12.28	11.86	50.94	54.39	50.85	30.19	33.33	37.29
Grade 7	16.00	25.00	17.24	58.00	58.33	55.17	26.00	16.67	27.59
Grade 8	30.95	26.42	34.69	52.38	50.94	42.86	16.67	22.64	22.45
All Grades	19.56	23.12	20.68	51.42	52.42	49.88	29.02	24.46	29.44

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.36	36.46	47.31	58.93	46.88	40.86	10.71	16.67	11.83
Grade 4	23.73	25.42	18.28	49.15	50.85	54.84	27.12	23.73	26.88
Grade 5	14.04	11.86	15.25	57.89	49.15	40.68	28.07	38.98	44.07
Grade 6	20.75	8.77	15.25	49.06	63.16	54.24	30.19	28.07	30.51
Grade 7	22.00	31.25	22.41	60.00	56.25	62.07	18.00	12.50	15.52
Grade 8	21.43	11.32	22.45	64.29	66.04	59.18	14.29	22.64	18.37
All Grades	22.08	22.31	25.06	56.15	54.30	51.09	21.77	23.39	23.84

**Conclusions based on this data:**

1. Scores have stayed relatively constant over the years. Overall, 76.64 nearly met, met, or exceeded the standards.
2. Students exceeded or met the standards at a rate of 69.5% on concepts and problem solving. Communicating reasoning showed 76.15% of students exceeding or meeting the standard.
3. 5th grade math scores show a need for math intervention.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.8	1438.2	1444.8	1452.5	1414.8	1404.7	60	67
Grade 1	1486.6	1478.8	1492.7	1493.6	1480.1	1463.5	54	43
Grade 2	1490.8	1514.2	1495.4	1526.0	1485.7	1501.8	40	56
Grade 3	1502.2	1502.1	1494.6	1500.2	1509.3	1503.5	47	46
Grade 4	1521.8	1539.3	1525.2	1544.2	1517.8	1534.1	29	46
Grade 5	1528.0	1533.4	1520.5	1543.2	1535.1	1523.1	26	30
Grade 6	1570.8	1538.1	1576.5	1531.3	1564.8	1544.6	29	24
Grade 7	*	1580.1	*	1576.4	*	1583.4	*	21
Grade 8	*	*	*	*	*	*	*	7
All Grades							303	340

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.33	17.91	26.67	47.76	25.00	28.36	*	5.97	60	67
1	66.67	23.26	25.93	51.16	*	23.26	*	2.33	54	43
2	47.50	30.36	40.00	53.57	*	14.29	*	1.79	40	56
3	*	26.09	53.19	43.48	23.40	17.39	*	13.04	47	46
4	*	39.13	44.83	41.30	*	15.22	*	4.35	29	46
5	*	30.00	46.15	43.33	*	20.00	*	6.67	26	30
6	48.28	20.83	44.83	58.33	*	12.50		8.33	29	24
7	*	61.90	*	33.33		4.76	*	0.00	*	21
8	*	*	*	*	*	*	*	*	*	*
All Grades	42.57	28.82	37.62	46.76	14.52	18.24	5.28	6.18	303	340



<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.33	34.33	21.67	40.30	26.67	19.40	*	5.97	60	67
1	79.63	46.51	*	34.88	*	18.60	*	0.00	54	43
2	65.00	53.57	27.50	33.93	*	10.71	*	1.79	40	56
3	31.91	47.83	46.81	34.78	*	6.52	*	10.87	47	46
4	62.07	67.39	*	19.57	*	10.87	*	2.17	29	46
5	46.15	60.00	42.31	23.33	*	10.00	*	6.67	26	30
6	72.41	37.50	*	45.83		4.17		12.50	29	24
7	*	66.67	*	33.33		0.00	*	0.00	*	21
8	*	*	*	*	*	*	*	*	*	*
All Grades	58.09	50.29	27.39	32.65	9.57	11.47	4.95	5.59	303	340

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.67	5.97	21.67	44.78	36.67	40.30	*	8.96	60	67
1	61.11	9.30	22.22	41.86	*	32.56	*	16.28	54	43
2	42.50	12.50	*	55.36	*	21.43	*	10.71	40	56
3	*	19.57	40.43	34.78	31.91	17.39	23.40	28.26	47	46
4	*	17.39	*	39.13	41.38	34.78	*	8.70	29	46
5	*	10.00	*	16.67	*	53.33	*	20.00	26	30
6	*	12.50	41.38	29.17	*	50.00	*	8.33	29	24
7	*	33.33	*	47.62	*	14.29	*	4.76	*	21
8	*	*	*	*	*	*	*	*	*	*
All Grades	32.34	13.24	28.05	40.59	26.07	32.35	13.53	13.82	303	340

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.67	25.37	36.67	67.16	*	7.46	60	67
1	79.63	74.42	20.37	25.58		0.00	54	43
2	70.00	46.43	27.50	51.79	*	1.79	40	56
3	27.66	32.61	65.96	50.00	*	17.39	47	46
4	55.17	45.65	44.83	47.83		6.52	29	46
5	*	16.67	65.38	73.33	*	10.00	26	30
6	58.62	50.00	37.93	45.83	*	4.17	29	24
7	*	23.81	*	61.90	*	14.29	*	21
8	*	*	*	*	*	*	*	*
All Grades	56.44	39.12	39.93	53.24	3.63	7.65	303	340

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.33	41.79	38.33	52.24	*	5.97	60	67
1	79.63	34.88	*	55.81	*	9.30	54	43
2	60.00	55.36	35.00	41.07	*	3.57	40	56
3	48.94	56.52	42.55	36.96	*	6.52	47	46
4	62.07	65.22	*	28.26	*	6.52	29	46
5	69.23	76.67	*	16.67	*	6.67	26	30
6	93.10	25.00	*	58.33		16.67	29	24
7	*	90.48		9.52	*	0.00	*	21
8	*	*	*	*	*	*	*	*
All Grades	64.36	53.53	28.38	39.12	7.26	7.35	303	340

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.67	1.49	63.33	89.55	*	8.96	60	67
1	61.11	30.23	29.63	51.16	*	18.60	54	43
2	52.50	21.43	*	66.07	27.50	12.50	40	56
3	*	13.04	68.09	54.35	27.66	32.61	47	46
4	*	19.57	72.41	63.04	*	17.39	29	46
5	*	10.00	53.85	63.33	*	26.67	26	30
6	*	12.50	44.83	54.17	*	33.33	29	24
7	*	33.33	*	57.14	*	9.52	*	21
8	*	*	*	*	*	*	*	*
All Grades	29.37	16.18	49.17	64.41	21.45	19.41	303	340

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.67	52.24	38.33	37.31	*	10.45	60	67
1	35.19	9.30	59.26	83.72	*	6.98	54	43
2	32.50	8.93	60.00	80.36	*	10.71	40	56
3	31.91	30.43	59.57	54.35	*	15.22	47	46
4	*	26.09	51.72	65.22	*	8.70	29	46
5	*	16.67	57.69	70.00	*	13.33	26	30
6	48.28	33.33	51.72	62.50		4.17	29	24
7	*	23.81	*	76.19	*	0.00	*	21
8	*	*	*	*	*	*	*	*
All Grades	39.27	25.88	52.48	64.41	8.25	9.71	303	340

**Conclusions based on this data:**

1. Writing is a focus area for EL instruction.
2. Reading comprehension scores show the need for higher level strategies to support ELs.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
831	60.0	44.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	365	44.8
Homeless	20	2.5
Socioeconomically Disadvantaged	489	60.0
Students with Disabilities	66	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.4
Asian	1	0.1
Hispanic	753	92.4
Two or More Races	3	0.4
White	43	5.3

### Conclusions based on this data:





1. This data reflects HDLA as a school of choice that attracts a specific demographic.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. In a two year comparison, chronic absenteeism is an area for focus.
2. Suspension rates are low.
3. Academic progress is an area for focus.

# School and Student Performance Data

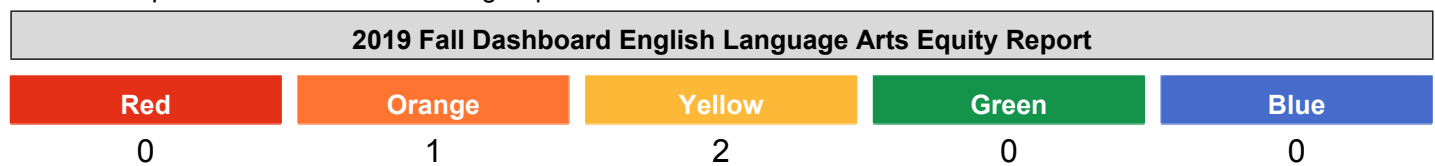
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Yellow	 Orange		 No Performance Color		
9.9 points above standard	13.4 points below standard		0 Students		
Declined -10.1 points	Declined -8.8 points				
404	240				
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color	 Yellow		 No Performance Color		
Less than 11 Students - Data Not Displayed for Privacy	3.1 points below standard		83.2 points below standard		
	Declined -9.1 points		Declined Significantly -28.7 points		
5	259		41		



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 6.5 points above standard Declined -9.5 points 375	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 52.6 points above standard Declined Significantly -37.8 points 26

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 53.1 points below standard Declined Significantly -15.2 points 154	<b>Reclassified English Learners</b> 57.8 points above standard Increased ++3.2 points 86	<b>English Only</b> 31.7 points above standard Declined Significantly -15.1 points 126
--	--	---

#### Conclusions based on this data:

- 2018-19 scores show a decline in every area except in reclassification of English Learners.

# School and Student Performance Data

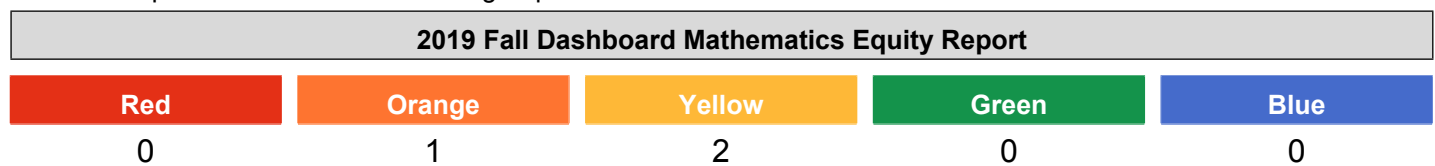
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 6 points below standard Maintained 0 points 403	<b>English Learners</b>  Orange 26.9 points below standard Declined -3.8 points 240	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Yellow 15.8 points below standard Maintained ++0.9 points 259	<b>Students with Disabilities</b>  No Performance Color 92.8 points below standard Declined Significantly -48.8 points 41

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.8 points below standard Maintained -0.3 points 374	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 61.4 points above standard Declined -14.3 points 26

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
55.7 points below standard Declined -9.7 points 154	24.7 points above standard Increased ++7.1 points 86	21.9 points above standard Maintained ++2.8 points 125

#### Conclusions based on this data:

- Overall, math scores maintained while English Learner achievement declined a few points.
- A significant decline of math performance for special education students (Students w/ Disabilities)
- English Learners declined, reclassified students increased and English only students maintained in performance.

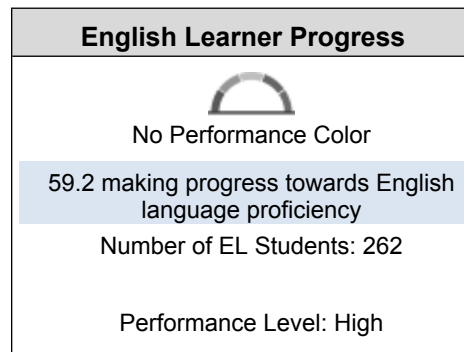
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.3	22.5	14.8	44.2

#### Conclusions based on this data:

1. Maintaining level indicates need for more structured and intensive ELD.
2. The performance level of "High" indicates students are progressing.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

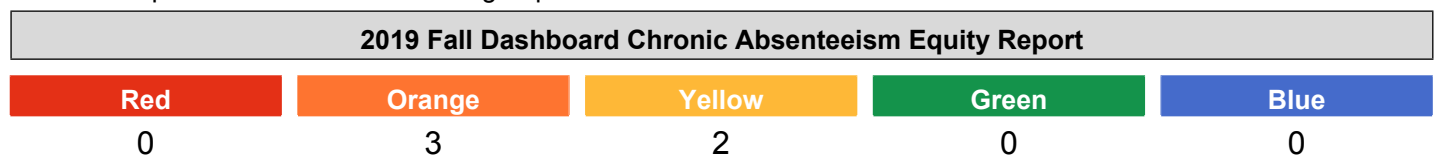
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 5.4 Increased +1.5 795	<b>English Learners</b>  Yellow 3.8 Increased +1.1 366	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color 0 Declined -9.1 13	<b>Socioeconomically Disadvantaged</b>  Yellow 4.2 Increased +1.4 479	<b>Students with Disabilities</b>  Orange 6.8 Increased +6.8 59



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Orange 5.1 Increased +1.3 728	<b>Two or More Races</b>  No Performance Color 13.3 Increased +5 15	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Orange 8.5 Increased +3.7 47

### Conclusions based on this data:

1. Chronic absenteeism increased across all groups, particularly among students with disabilities.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

# School and Student Performance Data

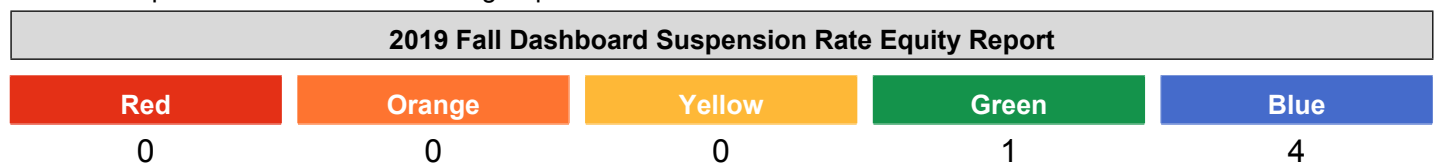
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

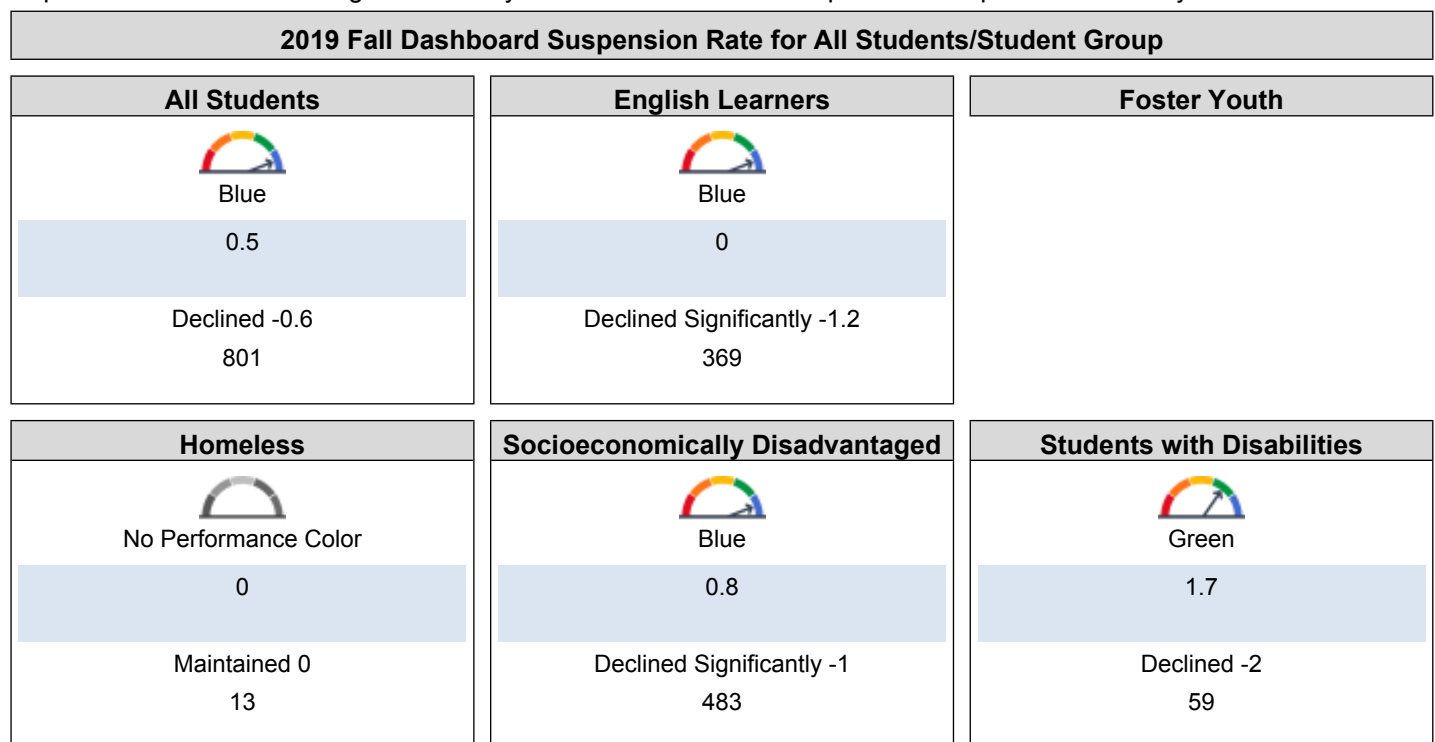
The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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.



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5 Declined -0.5 734	 No Performance Color 0 Maintained 0 15		 Blue 0 Declined -2.3 47

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.5

#### Conclusions based on this data:

1. Suspension declined and does not appear to be an area of concern at that time.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: Improved academic achievement for all students through quality instruction, effective assessments, timely interventions, and extended learning opportunities.

## Goal 1

All students will reach high standards, at a minimum meeting or exceeding standards in reading and writing in English and Spanish, as measured by appropriate assessments including CASSPP. 80% of students will meet or exceed standards in overall ELA scores as measured by CAASPP data. Math achievement will be improved to an overall improvement of 78% of all students meeting or exceeding the standards.

## Identified Need

We believe that there are foundational reading skills lacking in our language arts curriculum that require more explicit teaching. Despite having provided reading interventions that target process reading skills, we must add interventions to our language arts block that target structured literacy in a systematic, ordered, explicit way so that all learners become competent readers. To that end, we will use Instructional Assistants, an Intervention Teacher, adaptive technology, and a school wide Structured Literacy block to ensure that student needs are identified and met. Math scores have historically been lower for English Learners, and overall 4th and 5th grade math scores are lower than any other grade.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading assessments,	BPST/PAF/STAR	75% students will read at grade level

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students not reading at grade level.

### Strategy/Activity

Intervention Teacher, Intervention Team, Differentiation & MTSS

Student achievement increased in both overall reading and writing scores, with gains indicating the need to identify the specific reading strategies that led to this growth.

Students that are at risk in either English or Spanish reading will receive targeted intervention during the day or after school by the Intervention Team. Curriculum support will also be provided for teachers in the classroom for lower-performing and higher-performing students. The purpose of

the Intervention Team is to push into classrooms or pull out groups of students using Orton-Gillingham strategies of direct instruction and sequential phonics learning. Students who are at risk in reading will receive targeted intervention during the day and by the Intervention Team.

School admin will ensure that teachers access Aeries, the standards-based report card, and data systems so teachers can regularly monitor progress of their students.

Instructional Leadership Team to influence and develop PLCs.

Orton-Gillingham materials (such as PAF "Preventing Academic Failure" and Spanish Esperanza) will be purchased for all teachers as applicable.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3,190	Unrestricted 4000-4999: Books And Supplies Orton-Gillingham reading program and assessments in both languages
6,604	Title I 4000-4999: Books And Supplies Additional higher readers from PAF for 3-4th graders

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students K-3

#### **Strategy/Activity**

Additional PAF Workbooks 2 & 3 for all students at the grade level as needed for reading development Tier 1

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
17,000	Unrestricted 4000-4999: Books And Supplies PAF Workbooks
	Title I 5000-5999: Services And Other Operating Expenditures



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students.TK-8

#### Strategy/Activity

New Teacher Professional Development

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,155

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
New Teacher Team Training for the HDLA  
50:50 Dual Language Immersion Model  
6 teachers, 3 hours

600

Title I  
3000-3999: Employee Benefits

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students TK-8

#### Strategy/Activity

All students will Meet or Exceed standards in Mathematics as measured by appropriate assessments. Students at HDLA will receive mathematics instruction through a 50/50 (English and Spanish) model to ensure academic success in two languages. Our goal for student performance on CASSPP is to reflect a 10% gain in students meeting or exceeding the standards for overall student performance of 65%.Common Core Mathematics

Grade level Classroom Teachers and Admin will plan, teach and monitor a guaranteed viable grade level math curriculum Eureka Math. Teachers will use PLC time to plan lessons together and commit to teaching the way that the new curriculum presents the standards. Teachers 3-8 will also use released question stems.

Our PLC teams will backwards plan and map out Mathematics instruction for the year

When Math students are not learning (as determined by multiple assessments) grade level teams will design interventions to reteach essential standard stems and reach each challenged student by name and by need. These intervention modules will use best intervention research practices as outlined by the state and research and occur in or beyond the school day and outside of set Mathematics time.

Great Minds Eureka Math web-based intervention School-wide

This online program allows for differentiated practice and supports student growth in all standards. This program supports our goal of increasing math performance by 10%. Great Minds online Math program supports both struggling students and advanced students,

At 5th grade, HDLA student math progress has been below District performance.

1 day release for team/grade level planning x 44 teachers pending availability of substitute teachers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,980

Unrestricted  
4000-4999: Books And Supplies  
Books and supplies

9,200

Unrestricted  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

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

We began the implementation of OG strategies mid year school-wide in the 2019-20 school year and intervention teachers continued though the school closure with online groups and tutoring. We saw significant progress for many primary students.

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

We continue the OG initiative supported by the intervention team. Teachers are implementing PAF lessons in the classrooms daily as a Tier 1 intervention, the Intervention Team serve as Tier 2. 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.

All students will be given baseline assessments and their reading development monitored. Focus for learning gap on 1st-3rd, kinder to start in January 2022.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Safe, engaging, and inclusive classrooms that meet the social-emotional needs of all students.

## Goal 2

We believe that when you have a child's heart, you have his mind. To that end, HDLA teachers and staff seek to establish relationships with students that provide, stability, structure, safety, and love. We seek to become a trauma informed school with a priority to see student behavior through a lens of "What happened to you?" vs. "What's wrong with you?" in relation to behavior and the social emotional needs of each of our students.

The HDLA community will strive to promote an environment where all students feel safe and secure. HDLA provides a school climate that promotes a healthy life style, free of drugs and bullying. Students receive instruction on getting along with others and treating everyone with respect. Capturing Kids' Hearts is a district wide initiative that teachers will begin to implement with admin support to improve school culture and sense of safety for all students. Counselors will present various classes early in the year to set the tone for discipline, expectation of kindness, communication, sexual harassment, racial slurs, etc.

## Identified Need

Even before the pandemic, our students have demonstrated the need for social emotional support through behavior, learning loss, and depression. Since the pandemic and the isolation and uncertainty, there is an even greater need than ever before.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Capturing Kids' Hearts Surveys	Year 2 Showcase School	Achieve Year 3 Showcase School

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students.

### Strategy/Activity

Every classroom will create a social contract and use the 4 questions from Capturing Kids' Hearts training and will use the tools learned. Most behavior issues are resolved in the classroom.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Middle School Students 6-8

### Strategy/Activity

Lead-worthy Capturing Kids' Hearts Class for middle school students: Two middle school teachers to be trained to deliver a curriculum that develops a healthy self concept, healthy relationships, and a sense of personal responsibility in a course that helps our students develop principle based decision-making skills and set goals. Training is in addition to the Capturing Kids' Hearts foundation workshop. All HDLA middle school students will eventually receive this course content.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,380	Title I 4000-4999: Books And Supplies Lead-worthy materials and training

# Annual Review

## SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

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

Every classroom is currently implementing the Capturing Kids' Hearts tools at one level of another. This has resulted in our achievement as a National Capturing Kids' Hearts Showcase School for two years. We expect to achieve it again in 2022.

Briefly 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.

## LEA/LCAP Goal

Ensure equity for all students in academic programs, and social engagement.

## Goal 3

All students will be educated in learning environments that are safe, drug-free, multicultural, positive, and conducive to learning. English learners enrolled in HDLA will make one year's growth in English as measured by the ELPAC. All language learners will make appropriate grade level growth in both English and Spanish, as measured by formative and summative assessments by Spring 2022.

## Identified Need

Our goal is avoid long term English Learner status and support academic and language development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All English Learners.

### Strategy/Activity

The best research based ELA instruction and ELD support will be in every classroom. This first best instruction will be the same across all grade levels. Teachers will use PLC time to plan lesson together and commit to teaching the way the curriculum is written and in the times the new series prescribes. Grade level teams will be supported to demonstrate how to teach, model and support one another to use the best research based approach to teaching ELA.

When EL students are not learning (as determined by multiple assessments) grade level teams will design interventions to reteach essential standards and reach each challenged student. These intervention modules will use best ELD practices as outlined by the state and research and occur in the school day and outside of set ELA and Mathematics time. Intervention designs will involve Intervention and Classroom Teachers.

Migrant students who are considered at-risk will also receive after school support in Reading.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students Tk-8

**Strategy/Activity**

School environment that promotes multiculturalism and Global Citizenship HDLA students will continue learning about global and ethnic issues related to current and historic culture. Each month a book will be read school-wide with the expectation of a response to it from every grade level. Student work will be displayed in the office. Teachers will also use virtual field trips, discussion, and projects to develop awareness of cultures (when possible). HDLA students will discuss and develop understanding of racial issues as they relate to current and historical contexts and links to family discussions will be encouraged.. Scholastic Readers at various levels will be used in the three middle school ELD classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4,604	Unrestricted 4000-4999: Books And Supplies

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students in expanding classrooms

**Strategy/Activity**

Equity for New Classrooms grades 6 and 7 (from two year)  
With the growth of our school expanding again we would like to ensure that the two new classrooms are equipped with materials that are not typically provided by the District. This includes, but is not limited to, additional Spanish/English classroom reading materials, realia, hands-on science materials, art supplies, etc. to ensure that there is equity.

**Proposed Expenditures for this Strategy/Activity**

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



Amount(s)

3,000

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Supplemental resources for new Classrooms

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Develop high levels of parent involvement, parent education, and student engagement; where all parents are welcomed and expected to be involved in their child's education.

## Goal 4

HDLA requires each family to volunteer 30 hours to school related support each year. When parents are allowed back on campus and able to contribute to many HDLA events and activities as well as to support teachers in the classrooms we expect to see parents back! Outreach is needed to the Spanish speaking families and some of that takes place through ELAC meetings. Currently, these and all parent club, meetings are held virtually. In the meantime, Parents receive regular Parent Square Messages, are invited to conferences virtually, are welcome to ask questions in the office and through phone calls.

## Identified Need

School Environment that fosters parent involvement, increase parent participation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students.

### Strategy/Activity

HDLA provides an environment where parents play an integral part in student learning:

1. Outreach to Families/Communication: maintain frequent Parent Square Messages that are informative, proactive, and welcoming. Communication about procedures, events, meetings will be communicated in a timely manner.
2. Parents are encouraged to volunteer and participate in the Parent Club, fundraising activities, ELAC, and in the classroom. A Family Handbook is sent out at the beginning of each school year with District/school policies and general information for parents. During the pandemic, meetings will be held virtually.
3. Teachers and administration reach out and/or meet with families when ongoing behavior or escalated incidents occur.

4. Parents will understand the campus wide expectations, teachers will ensure students know expectations, intervention and reteaching will take place as necessary, and both parents and staff and are vigilant in holding all students accountable.
5. Students will have various cultural assemblies brought to the school site and be provided money to go on field trips to gain exposure to the outside community (when possible again).
6. School Counselor, Therapist, Teachers, Admin to provide parent classes based on needs and parent survey.
7. HDLA holds several family events each year including Dia de los Muertos, Fall Festival, Winter Program, and International Week. Although these are not possible at the moment, parents are needed and welcomed in order to present these events.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Related to costs for classes

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

Parent Education, Orientation Meetings

Strategy/Activity

Engage parents in their child's learning through a series of reading, and language acquisition workshops.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2400

Source(s)

Unrestricted  
1000-1999: Certificated Personnel Salaries  
prep and presentation for 4 teachers, Literacy Night

# Annual Review

## SPSA Year Reviewed: 2020-21

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 deleted.

## ANALYSIS

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

Briefly 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.

The pandemic interrupted many of the planned activities but teachers found new ways to connect with students including interactive lessons online, hone calls, and home visits.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,613.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$9,739.00

Subtotal of additional federal funds included for this school: \$9,739.00

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 (\$)
Unrestricted	\$50,874.00

Subtotal of state or local funds included for this school: \$50,874.00

Total of federal, state, and/or local funds for this school: \$60,613.00

# School Site Council Membership

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

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

Name of Members	Role
Monique Ruiz	Principal
Yvonne Perez	Classroom Teacher
DeAnna Cortez	Classroom Teacher
Gabriel Gutierrez PHD	Other School Staff
Sylvia Solis	Other School Staff
Aida Hurtado	Parent or Community Member
Celeste Toledo-Bocanegra	Parent or Community Member
Lorena Villagomez	Parent or Community Member
Nicole Shelton	Parent or Community Member
Abel Bermudez	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**

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 11/4/21.

Attested:

Principal, Monique Ruiz on 11/4/21

SSC Chairperson, Aida Hurtado on 11/4/21

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019