

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
R. O. Hardin Elementary School	35674706035034	10/27/2021	

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

This plan was developed in collaboration with staff and parent input. The sole purpose of this plan is to guide our actions in serving the needs of our students.

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.

R.O. Hardin serves a population of 473 students in grades TK-5. Approximately 64% of this population is developing their English fluency and speaks a language other than English at home. A great majority of our population qualifies as being Economically Disadvantaged (85%). Of the total number of students, we service 12% of our students with Special Education plans that are set in place for their academic success.

We align our efforts with those set by our local boards guiding principles. The Hollister School District is committed to academic excellence. The Board-adopted Guiding Principles for the district are:
We believe every student, every day, by name, by need will succeed.
We believe in embracing the uniqueness of every child.
We believe partnerships among all stakeholders must be valued and respected.
We believe in community advocacy for the whole child.
We believe that each student is everyone's responsibility.
We believe that things that are measured get done.

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).

The Hollister School District uses The California Healthy Kids Survey (CHKS). It is administered to the 5th grade and 7th grade students. The questions have to do with resiliency, protective factors, and at risk behaviors. The data received will help lead to a better understanding of the relationship between students' health behaviors and academic performance. The survey is a critical component of R.O. Hardin's school improvement efforts to help guide the development of more effective health, prevention, and youth development programs.

Classroom Observations

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

Classroom observations are conducted regularly, both formally and informally by site administrators. Formal evaluations are performed following the contractual agreement between HSD, HESTA, and CSEA.

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)

The results from the English Language Proficiency Assessment for California, CAASPP and other local assessments are used to drive instruction. At R.O. Hardin, we rely on data to inform teaching and learning. A system of formative assessments is set up to determine the need for reteaching and reassessment toward mastery of the grade level standard.

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

Data from reports and assessments and check for understandings daily, weekly, monthly, trimester and on a yearly basis is used to monitor student progress. Teachers meet regularly throughout the year as Professional Learning Communities to analyze assessment data, plan, differentiated instruction, and prepare common formative and summative assessments. The principal, assistant principal, and Intervention Teachers, meet with teachers to review reports, monitor student progress on assessments and in intervention programs to make adjustments to instruction and focus groups of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

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

Classrooms are staffed with 98% preliminary or fully credentialed teachers and one teacher that will be starting a teaching credential training. The fully credentialed teachers are described as those who possess a bachelor's degree, hold an appropriate teaching credential, authorization, and demonstrate subject matter knowledge and competence. Professional Development is provided at the district and site level to support teachers in the implementation of the Common Core State Standards (CCSS) and to support updates to School Based Enterprise (SBE) adopted instructional materials.

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

Staff development centers around research-based instructional strategies. Common Formative Assessments and curriculum assessments are aligned with the state standards in math and language arts. On-going professional development is provided on a regular basis for continued initiatives, (Language development strategies, early literacy strategies, the California Common Core Standards and student engagement strategies) as well as for those programs and initiatives specific to R.O. Hardin. R.O. Hardin site based professional development is focused on early literacy-Orton Gillingham (OG) strategies, English Language Development and the effective use of the Hollister School District adopted curriculum Benchmark Advance and Eureka Math.

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

Teachers work together as grade level and expert content teams. RO Hardin has a unique opportunity to help close the achievement gap in reading and language development. Our site is staffed with two intervention teachers trained at the level of Orton Gillingham's Educator Certification, preparing them to use this proven approach in early literacy. The team of intervention teachers has also provided professional development and on site coaching for our instructional assistants. They will also work to support our classroom teachers in modeling lessons so that they can run their own reading groups focused on intervening at the level of student need. New teachers who qualify receive further assistance via Induction program provided by HSD and SBCOE.

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

During the 2021-22 academic year, teachers will be provided with release time during their PE allotment and contractually agreed upon Thursdays set aside for the purpose of collaboration and/ or intervention. The purpose of this collaboration time is to review student progress toward meeting grade level standards using such tools as; agreed upon formative assessments and curriculum embedded assessments and/ or provide intervention for at risk students. This data is analyzed to guide student placement, instructional planning, delivery, and progress monitoring. Meetings are monitored by administration through attendance and meeting logs.

Teaching and Learning

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

R.O. Hardin uses state adopted textbooks/curriculum in conjunction with other instructional materials and technology to create standards-based lessons, implement instruction, and assess learning. Each grade level creates pacing calendars and curriculum maps that cover all standards, allow for spiral review, and assess each child's progress towards mastery of each standard. On-going collaboration focuses on the implementation of the California Common Core Standards and student progress toward attaining mastery of the standards addressed. Teachers in grades TK-5 use a standards-based report card to report progress to parents.

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

R.O. Hardin School complies with and monitors the daily implementation of instructional time for English Language Arts, math, and ELD for identified English Learners. Core instructional time is given priority during the school day and efforts are made to minimize interruption; school activities, assemblies, during this portion of the school day.

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

Each grade level at R.O. Hardin develops a daily schedule that adheres to the recommended number of minutes for each area of instruction and a pacing schedule and curricular map that ensures all standards are taught. Spiral review is incorporated into this schedule as is a Response to Intervention (RTI) time for all students based on their need for further support, intervention, remediation or enrichment. All teachers, intervention support, and instructional assistants participate in the the RTI schedule to ensure individual student progress towards standards mastery. At R.O. Hardin, further differentiation is provided through the use of technology in the classroom.

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

All students are provided with an appropriate textbook for the grade level and core content area being taught. English Learners, academically at risk students and Special Education students are receiving additional or differentiated instruction/activities through the support materials provided within the adopted programs and supplemental intervention support programs. All subgroups of students work on standards based lessons with materials that support the standards in the classroom and in RTI groups. The Special Education teachers collaborate with general education classroom teachers in providing programs, technology, and materials which are standards based.

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

R.O. Hardin School uses SBE programs adopted by Hollister School District for language arts, math, history and science at all grade levels. All intervention materials are standards-aligned and research based. The implementation of these materials are monitored, as well as the instructional time for core programs in reading/ language arts, math and ELD. The strategies utilized help to improve learners' interest and efficiency through interactive educational models as a means to cultivate a student's ability to think critically, communicate effectively, collaborate and work independently.

Opportunity and Equal Educational Access

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

To ensure that under performing students gain access the Common Core State Standards, teachers will use a Multi Tiered System of Support framework to address the needs of all learners. Classroom teachers, intervention teachers, and Special Education teachers will work in collaboration to provide a systematic Response to Intervention model. All teachers will provide Academic Language Development for all students with an emphasis on ELs. The after school program, CASA will work in collaboration with site administration and set goals to support and help provide continued instructional support to our students attending the after school program.

Evidence-based educational practices to raise student achievement

Research-based practices that allow all students to master the Common Core State Standards begin with teacher professional development, planning and collaboration within Professional Learning Communities. Vertical and horizontal teams articulate the standards, prepare lessons, and create common formative and summative assessments. We will continue to support and develop such strategies as Whole Brain Teaching techniques and other active engagement strategies that are used to anchor learning into long-term memory. Common engagement strategies used include structured partner talk, leveled sentence, question starters, and frames, along with the expectation that all students speak in complete sentences, with consistent checking for understanding by the teacher will be utilized consistently across all grade levels. Intensive phonics-based reading instruction is provided in small groups using the Orton Gillingham strategies, beginning in kindergarten, until a child achieves fluency with grade-level appropriate text.

Parental Engagement

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

The R.O. Hardin community is fortunate to have many resources to help students who have been identified, based on data, as needing academic intervention. RO Hardin offers students timely interventions during the school day. Parents are invited to observe the interventions provided to their students during the school day. Strategies are shared with parents to model at home for continued support. The intervention team has developed a packet with parent notes to help support early literacy at home. Parents are also provided with YouTube tutorials on the various instructional strategies and supports for early literacy. We offer Migrant Support Services that include summer school, after-school interventions that align with our site interventions, and individual assistance to secure eye glasses for students who may need them. The Hollister Youth Alliance serves over 100 students daily in the CASA program with recreation, enrichment and homework assistance. The Gang Prevention Task Force and Law Enforcement have brought the GREAT (Gang Resistance Education and Training) program to our campus. Students are trained in citizenship and economy through the Junior Achievement program. R.O. Hardin also shares a campus with Navigator Schools, (Hollister Prep School). This collaboration provides an exchange of resources and training opportunities that benefit the teachers and students at both sites.

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)

The R.O. Hardin teaching and administrative staff are at the forefront in the planning, implementation and evaluation of all programs. The Professional Learning Communities are involved in a continuous cycle of improvement through data analysis that monitors student learning, drives instruction and determines which programs and strategies prove to be the most effective. The participation of teachers as members of the Site Academic Leadership Team, Culture and Climate Committee, and School Site Council is also essential to this process. Parents and community members are asked to participate as members of the School Site Council and English Learners' Advisory Committee (ELAC) to develop our school plan, the Comprehensive Safety Plan, Title I funding, School Compact, and Parent Involvement Plan. The Hollister School District, the local School Board, and the San Benito County Office of Education provide support with data analysis and review of the level of implementation of programs supported by consolidated application programs.

Funding

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

Categorical funding at R.O. Hardin assists under performing students to meet the Common Core State Standards through support of supplemental staff members, technology-assisted learning, instructional materials, professional development for the implementation of research-based programs and strategies and parent involvement activities. The reading intervention teachers and instructional assistants are key to the success of Response to Intervention. The purchase and maintenance of technology for the classroom, the on-site technician to maintain these resources up-to-date, and the updates and subscriptions to all computer-assisted teaching and learning are also essential to meet all students' needs through a blended learning approach. Materials for targeted, strategic and data-driven interventions, particularly in the area of English Language Arts, are purchased with categorical funds. This will include strategic reading intervention materials. Categorical funds will also support Professional Development for the effective implementation of all aspects of the instructional program at R.O. Hardin. This includes, but is not limited to, peer coaching and observation, webinars and on-site training from outside providers, and other activities to support student engagement strategies, Professional Learning Communities and the Common Core State Standards. Categorical funds are also budgeted to provide teacher and parent participation in activities that better prepare parents to support their child's learning.

Fiscal support (EPC)

The school's/district's funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement. We follow the Nine Essential Program Components (edited from original version to fit RO Hardin)

Nine Essential Program Components

1. Use of standards-based (SBE) adopted TK-5 materials- ELA, Math, ELD, and intervention materials
2. Implementation of instructional minutes for core subjects at all grade levels
3. Use of district instructional/ assessment pacing guide for TK-5 and monitored by grade level teams
4. Fully credentialed, highly qualified teachers and ensure ongoing professional development in SBE- adopted instructional materials
5. Implementation of ongoing instructional assistance and support for R/LA, ELD and math teachers through the use of content experts
6. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum embedded and summative assessments for principals and teachers to use and monitor practices and implementation of the adopted programs.
7. Implementation of district structured teacher collaboration for grade levels TK-5 facilitated by the principal.
8. Implementation of Fiscal Support aligned to full implementation of the EPCs.

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 start of the school year, elections are held for any open position on the school site council for both teachers and parents. SSC meetings are held on a regular basis 4-6 times per year. During these meetings the SPSA is reviewed, re-evaluated, and adjusted to meet the site needs to serve students. The SSC determines the needs of the students based on data from state evaluations. The SPSA is reviewed annually and agenda items reflect this process. The meeting purpose is shared with all parents and dates are provided at the beginning of the school year.

Resource Inequities

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

RO Hardin has been allocated \$8,189 to serve a total of 473 students. The identified need for ROH is academic gaps in reading and math, social emotional challenges, and technology education support for students and families.

Ten percent of this apportionment will provide services to parent and family engagement. The limited funds will provide some of the needs for support to help close the achievement gap and encourage reading and language development.

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	0.22%	0.21%	0.2%	1	1	1
African American	0.66%	0.64%	0.2%	3	3	1
Asian	0.44%	1.07%	0.7%	2	5	3
Filipino	0.87%	1.5%	0.7%	4	7	3
Hispanic/Latino	93.01%	91.45%	92.2%	426	428	404
Pacific Islander	0.22%	0.21%	%	1	1	
White	3.06%	2.14%	2.5%	14	10	11
Multiple/No Response	%	2.78%	%		0	
Total Enrollment				458	468	438

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	107	109	97
Grade 1	68	81	64
Grade 2	77	67	82
Grade3	61	80	68
Grade 4	66	58	70
Grade 5	79	73	57
Total Enrollment	458	468	438

Conclusions based on this data:

1. RO Hardin consistently holds a population of 90%+ of Hispanic/Latino students. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. This is an area of focus for our site as our population reflects this need.
2. The enrollment numbers have dropped minimally. New construction in the area has brought new enrollment to RO Hardin. This next school year we will be hosting an enrollment of 473 students.

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	258	271	199	56.3%	57.9%	45.4%
Fluent English Proficient (FEP)	23	18	17	5.0%	3.8%	3.9%
Reclassified Fluent English Proficient (RFEP)	7	8	1	2.6%	3.1%	0.4%

Conclusions based on this data:

1. There is a need to focus on reclassifying students at RO Hardin. The data shows that there has been minimal focus over the last three years.
2. The number of ELs is consistent, considering the recent change of CELDT to ELPAC.
3. There needs to be consistent language development instruction with research based curriculum.

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	75	73	67	71	71	63	71	71	63	94.7	97.3	94
Grade 4	78	80	73	75	78	69	75	78	69	96.2	97.5	94.5
Grade 5	85	75	84	83	71	79	83	71	79	97.6	94.7	94
All Grades	238	228	224	229	220	211	229	220	211	96.2	96.5	94.2

* 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	2394.	2382.	2362.	12.68	11.27	6.35	23.94	18.31	17.46	21.13	23.94	23.81	42.25	46.48	52.38
Grade 4	2418.	2430.	2403.	5.33	15.38	2.90	21.33	15.38	20.29	25.33	21.79	17.39	48.00	47.44	59.42
Grade 5	2471.	2472.	2475.	7.23	7.04	13.92	30.12	30.99	26.58	30.12	28.17	26.58	32.53	33.80	32.91
All Grades	N/A	N/A	N/A	8.30	11.36	8.06	25.33	21.36	21.80	25.76	24.55	22.75	40.61	42.73	47.39

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	15.49	9.86	7.94	35.21	46.48	41.27	49.30	43.66	50.79	
Grade 4	12.00	16.67	5.80	41.33	43.59	39.13	46.67	39.74	55.07	
Grade 5	12.05	12.68	12.66	49.40	47.89	46.84	38.55	39.44	40.51	
All Grades	13.10	13.18	9.00	42.36	45.91	42.65	44.54	40.91	48.34	

Writing Producing clear and purposeful writing									
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	11.27	15.49	4.76	49.30	35.21	42.86	39.44	49.30	52.38
Grade 4	1.33	8.97	1.45	54.67	39.74	39.13	44.00	51.28	59.42
Grade 5	10.84	11.27	12.82	57.83	53.52	56.41	31.33	35.21	30.77
All Grades	7.86	11.82	6.67	54.15	42.73	46.67	37.99	45.45	46.67

Listening Demonstrating effective communication skills									
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	15.49	11.27	3.17	70.42	61.97	73.02	14.08	26.76	23.81
Grade 4	8.00	15.38	8.70	68.00	60.26	59.42	24.00	24.36	31.88
Grade 5	10.84	5.63	12.66	62.65	70.42	62.03	26.51	23.94	25.32
All Grades	11.35	10.91	8.53	66.81	64.09	64.45	21.83	25.00	27.01

Research/Inquiry Investigating, analyzing, and presenting information									
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	18.31	11.27	7.94	54.93	54.93	44.44	26.76	33.80	47.62
Grade 4	12.00	20.51	4.35	50.67	46.15	47.83	37.33	33.33	47.83
Grade 5	22.89	21.13	21.52	48.19	53.52	44.30	28.92	25.35	34.18
All Grades	17.90	17.73	11.85	51.09	51.36	45.50	31.00	30.91	42.65

Conclusions based on this data:

1. Overall, there has been minimal growth across all grade levels for the years 2016- 2019.
2. 45-50% of students tested are struggling with reading and writing. Listening data demonstrates that 65-68% of students are nearly meeting standard for this strand. Half of the students tested are nearing standard in the area of research/ inquiry.
3. All categories indicate a need to strengthen Tier 1 instruction and response to interventions in Tier 1. It also demonstrates a need to revisit and reteach for deeper understanding of the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	75	74	67	74	74	63	74	74	63	98.7	100	94
Grade 4	78	80	73	76	78	71	76	78	71	97.4	97.5	97.3
Grade 5	85	75	84	85	72	78	85	72	78	100	96	92.9
All Grades	238	229	224	235	224	212	235	224	212	98.7	97.8	94.6

* 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	2416.	2395.	2373.	13.51	9.46	0.00	20.27	18.92	20.63	37.84	25.68	25.40	28.38	45.95	53.97
Grade 4	2438.	2436.	2408.	2.63	7.69	0.00	30.26	17.95	15.49	21.05	35.90	35.21	46.05	38.46	49.30
Grade 5	2474.	2485.	2461.	7.06	5.56	7.69	18.82	25.00	14.10	38.82	40.28	28.21	35.29	29.17	50.00
All Grades	N/A	N/A	N/A	7.66	7.59	2.83	22.98	20.54	16.51	32.77	33.93	29.72	36.60	37.95	50.94

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	24.32	16.22	3.17	35.14	32.43	36.51	40.54	51.35	60.32
Grade 4	14.47	20.51	4.23	30.26	23.08	32.39	55.26	56.41	63.38
Grade 5	16.47	19.44	12.82	38.82	44.44	32.05	44.71	36.11	55.13
All Grades	18.30	18.75	7.08	34.89	33.04	33.49	46.81	48.21	59.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.51	9.46	11.11	52.70	36.49	30.16	33.78	54.05	58.73
Grade 4	10.53	14.10	5.63	38.16	29.49	40.85	51.32	56.41	53.52
Grade 5	8.24	5.56	6.41	51.76	50.00	41.03	40.00	44.44	52.56
All Grades	10.64	9.82	7.55	47.66	38.39	37.74	41.70	51.79	54.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	14.86	14.86	3.17	63.51	45.95	46.03	21.62	39.19	50.79
Grade 4	13.16	11.54	2.82	40.79	44.87	42.25	46.05	43.59	54.93
Grade 5	8.24	5.56	7.69	52.94	52.78	39.74	38.82	41.67	52.56
All Grades	11.91	10.71	4.72	52.34	47.77	42.45	35.74	41.52	52.83

Conclusions based on this data:

1. Over the last three tested years, 50% of the students are not meeting standard overall in mathematics.
2. The overall data reflects the subscores reflected in the subcategories of 50- 60% below standard.
3. All categories indicate a need to strengthen Tier 1 instruction and response to intervention in the area of mathematics.

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	1426.3	1437.9	1439.8	1452.9	1394.5	1402.6	53	55
Grade 1	1452.4	1468.3	1463.7	1466.5	1440.4	1469.6	51	38
Grade 2	1477.2	1470.4	1480.9	1477.3	1472.8	1463.1	23	56
Grade 3	1472.5	1494.5	1468.4	1490.8	1476.1	1497.9	48	28
Grade 4	1503.6	1502.1	1503.0	1490.0	1503.5	1513.9	44	42
Grade 5	1522.6	1536.4	1518.8	1526.8	1525.8	1545.4	46	40
All Grades							265	259

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	28.30	10.91	33.96	58.18	32.08	23.64	*	7.27	53	55
1	33.33	10.53	41.18	47.37	*	36.84	*	5.26	51	38
2	*	5.36	*	46.43	*	42.86	*	5.36	23	56
3	*	17.86	29.17	35.71	27.08	32.14	37.50	14.29	48	28
4	*	16.67	47.73	40.48	*	26.19	*	16.67	44	42
5	34.78	27.50	45.65	50.00	*	12.50	*	10.00	46	40
All Grades	26.79	13.90	38.49	47.49	22.64	29.34	12.08	9.27	265	259

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.40	23.64	26.42	56.36	22.64	12.73	*	7.27	53	55
1	58.82	21.05	27.45	42.11	*	34.21	*	2.63	51	38
2	47.83	25.00	*	44.64	*	26.79	*	3.57	23	56
3	*	25.00	29.17	46.43	*	28.57	31.25	0.00	48	28
4	50.00	35.71	36.36	33.33	*	14.29	*	16.67	44	42
5	54.35	50.00	28.26	37.50	*	5.00	*	7.50	46	40
All Grades	45.66	29.73	30.19	44.02	13.58	19.69	10.57	6.56	265	259

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.91	22.64	29.09	54.72	50.91	*	9.09	53	55
1	*	13.16	41.18	39.47	21.57	31.58	*	15.79	51	38
2	*	3.57	*	28.57	*	39.29	*	28.57	23	56
3	*	7.14	*	32.14	45.83	42.86	41.67	17.86	48	28
4	*	9.52	43.18	30.95	27.27	35.71	*	23.81	44	42
5	*	15.00	50.00	25.00	*	47.50	*	12.50	46	40
All Grades	13.21	9.65	30.57	30.50	34.72	41.70	21.51	18.15	265	259

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	64.15	20.00	32.08	72.73	*	7.27	53	55	
1	58.82	52.63	37.25	42.11	*	5.26	51	38	
2	52.17	26.79	*	67.86	*	5.36	23	56	
3	*	10.71	58.33	85.71	25.00	3.57	48	28	
4	47.73	21.43	45.45	64.29	*	14.29	44	42	
5	47.83	15.00	50.00	72.50	*	12.50	46	40	
All Grades	47.92	24.71	43.77	67.18	8.30	8.11	265	259	

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	41.51	32.73	47.17	60.00	*	7.27	53	55	
1	54.90	7.89	41.18	89.47	*	2.63	51	38	
2	65.22	19.64	*	75.00	*	5.36	23	56	
3	35.42	46.43	39.58	42.86	25.00	10.71	48	28	
4	75.00	38.10	*	50.00	*	11.90	44	42	
5	65.22	75.00	32.61	17.50	*	7.50	46	40	
All Grades	54.72	35.14	35.09	57.53	10.19	7.34	265	259	

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	*	0.00	90.57	98.18		1.82	53	55
1	29.41	39.47	49.02	42.11	21.57	18.42	51	38
2	*	1.79	*	69.64	*	28.57	23	56
3	*	3.57	33.33	57.14	62.50	39.29	48	28
4	*	9.52	59.09	52.38	34.09	38.10	44	42
5	*	17.50	56.52	70.00	23.91	12.50	46	40
All Grades	15.85	10.81	55.85	67.57	28.30	21.62	265	259

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	30.19	38.18	43.40	43.64	26.42	18.18	53	55
1	*	7.89	76.47	76.32	*	15.79	51	38
2	*	7.14	60.87	67.86	*	25.00	23	56
3	*	25.00	66.67	64.29	29.17	10.71	48	28
4	34.09	11.90	52.27	78.57	*	9.52	44	42
5	32.61	25.00	63.04	70.00	*	5.00	46	40
All Grades	23.40	19.31	60.38	65.64	16.23	15.06	265	259

Conclusions based on this data:

1. The ELPAC overall oral language scores demonstrate that 29% of our students have proficiency in oral language.
2. The ELPAC overall written language scores demonstrate that 9.6% of our students have proficiency in written language.
3. The focus on transferring oral language skills to written language comprehension skills in written language is a necessity for improved overall language proficiency.

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
468	82.5	57.9	0.4
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	271	57.9
Foster Youth	2	0.4
Homeless	25	5.3
Socioeconomically Disadvantaged	386	82.5
Students with Disabilities	67	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	1	0.2
Asian	5	1.1
Filipino	7	1.5
Hispanic	428	91.5
Pacific Islander	1	0.2
White	10	2.1

Conclusions based on this data:

1. Targeting the needs of academic language is imperative for the large population of English learners and Socioeconomically Disadvantaged students.
2. Providing professional development to ensure that our staff is culturally responsive is a necessity for our instructional practice as the population demands.

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
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Attendance should be a focus for R.O. Hardin. The direct impact of low student attendance is reflective of the academic performance.
2. ELA performance will improve when the language development is a focus.
3. Math is more language based in the CAASPP, therefore the focus on academic language will impact the scores toward improvement.

School and Student Performance Data

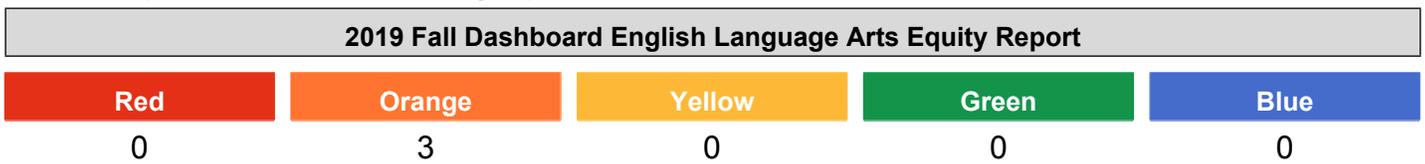
Academic Performance English Language Arts

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		
<p>All Students</p> Orange 52.8 points below standard Declined Significantly -15.1 points 193	<p>English Learners</p> Orange 62.9 points below standard Declined Significantly -17.5 points 119	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Orange 58.1 points below standard Declined -15 points 166	<p>Students with Disabilities</p> No Performance Color 112.5 points below standard Increased ++3.4 points 20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.3 points below standard Declined Significantly -15.6 points 180	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

Current English Learner	Reclassified English Learners	English Only
80.6 points below standard Declined Significantly -16.9 points 100	30.1 points above standard Declined Significantly -35.7 points 19	47.2 points below standard Declined Significantly -26.9 points 66

Conclusions based on this data:

- English Language Arts performance levels for "English Learners" has declined significantly. A greater focus on academic language development with consistent practice, application of curriculum, and monitoring of student progress will lead to a greater increase in this area.
- English Language Arts performance levels for "Students with Disabilities" has increased by 3.4 points. A need to focus on the progress of this population of students by providing clear and consistent goals that are shared between SPED and Gen Ed. teachers.

School and Student Performance Data

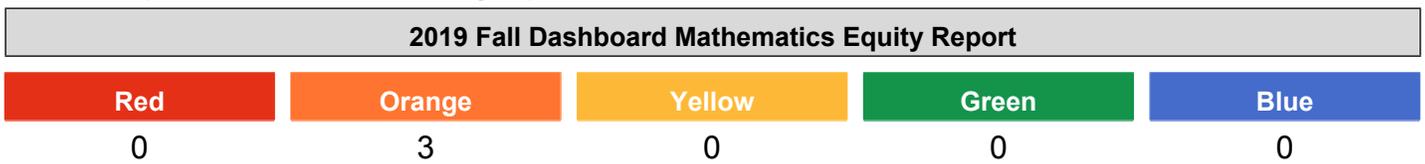
Academic Performance Mathematics

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		
<p>All Students</p> Orange 68.7 points below standard Declined Significantly -28.6 points 191	<p>English Learners</p> Orange 76.3 points below standard Declined Significantly -33.8 points 118	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Orange 71 points below standard Declined Significantly -27.1 points 164	<p>Students with Disabilities</p> No Performance Color 107.7 points below standard Declined -5 points 19

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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 71.1 points below standard Declined Significantly -30 points 178		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
86 points below standard Declined Significantly -29.6 points 99	25.7 points below standard Declined Significantly -68.3 points 19	64.8 points below standard Declined Significantly -27.3 points 65

Conclusions based on this data:

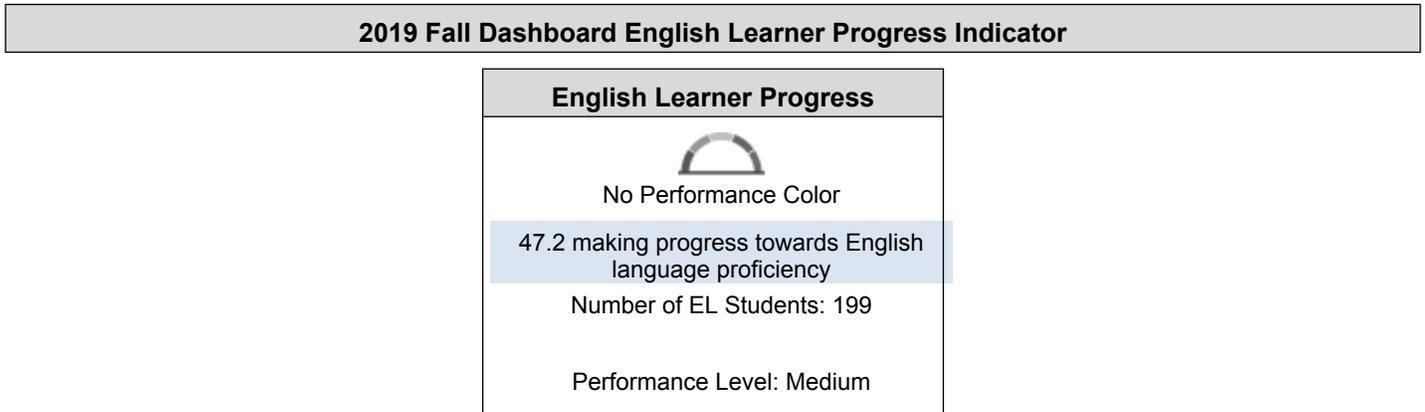
1. Mathematics performance levels for "All Students" has declined significantly. The data demonstrates a need for instructional change and focus.
2. The mathematics performance levels for ELs has also declined significantly. There is a need to have a focus on language demands within math so that student comprehension of task is made more clear.

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.



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
22.1	30.6	5.5	41.7

Conclusions based on this data:

1. 83% of ELs progressed at least one language proficiency level.
2. 44% of the students tested decreased one language level.
3. 11% of our ELs have a language proficiency that allows them to be considered for reclassification.

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. n/a

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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		
<p>All Students</p> <p>Yellow</p> <p>17.7</p> <p>Declined -1.1</p> <p>513</p>	<p>English Learners</p> <p>Orange</p> <p>12.5</p> <p>Maintained -0.3</p> <p>287</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>12.5</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>17.8</p> <p>Maintained 0</p> <p>428</p>	<p>Students with Disabilities</p> <p>Red</p> <p>28.4</p> <p>Increased +6</p> <p>67</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.9 Declined -2.4 471	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 43.8 Increased +29.5 16

Conclusions based on this data:

- Overall, chronic absenteeism has decreased minimally. There is a continued need to bring students and parents into the conversation of regular school attendance.
- Our students with disabilities chronic absenteeism has increased by 6 points and is the only subgroup in the "red".

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](#).

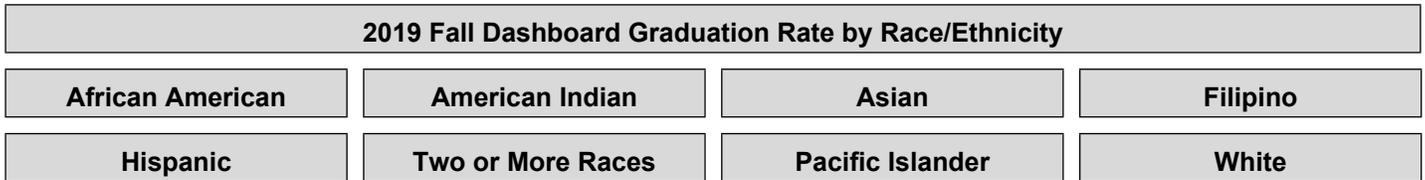
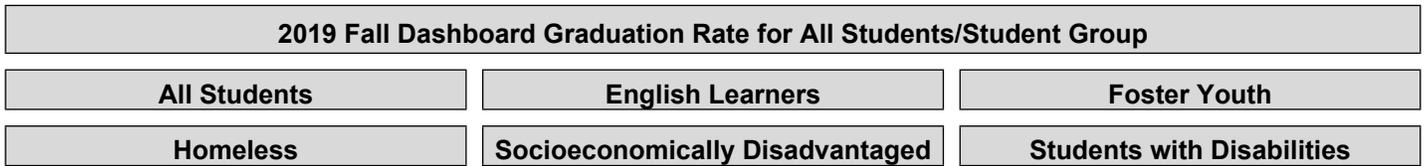
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

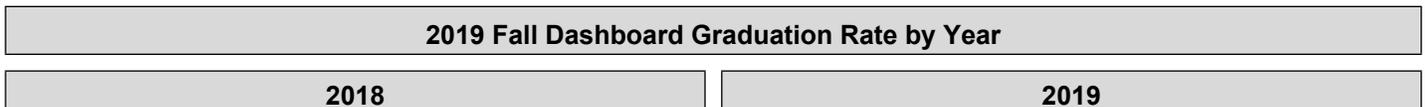
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

1. n/a

School and Student Performance Data

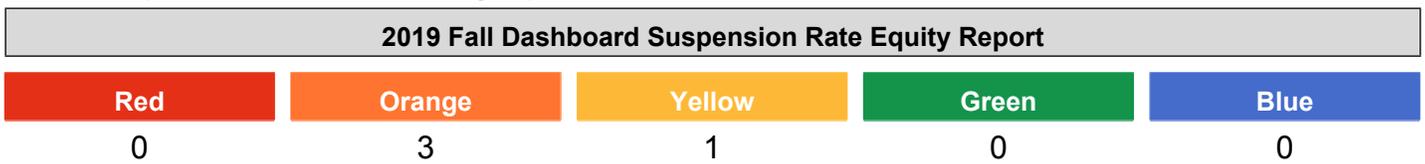
Conditions & Climate Suspension Rate

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 for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.9</p> <p>Increased +1.6</p> <p>533</p>	<p>English Learners</p> <p>Orange</p> <p>2.7</p> <p>Increased +1.4</p> <p>295</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>5</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.6</p> <p>Increased +2</p> <p>439</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.5</p> <p>Declined -1.5</p> <p>67</p>

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 1	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3 Increased +1 490	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 12.5 Increased +12.5 16

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	3.9

Conclusions based on this data:

1. Suspension rates for most student groups has increased as demonstrated in the 2019 data.
2. Suspension rate of students in the sub group "Students with Disabilities" has declined.
3. There is a need to focus on alternate forms of consequences for students that struggle with behavior. It is also necessary to improve our instructional practice of engagement that will help minimize the behaviors that can be negative.

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: All Hollister School District students will be high achievers. High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions. (LEAP Performance Goal 1)

Goal 1

All grades will make progress in their overall achievement as measured by CAASPP and decrease the % of students falling in the "Standard Not Met" by 10%.

Identified Need

Reading and Writing demonstrate a great need as measured by CAASPP and ELPAC. The focus on language development, early literacy, reading comprehension, and writing will progress toward standard will increase demonstrated on the 2022 results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	47.39% Not Met	Decrease the "Not Met" by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. All students will be provided with intervention at the time of need, based on data, and progress monitored.
2. Staff will meet to review student performance and provide targeted interventions.
3. Academic English Language Development will be purposeful, consistent, and monitored for all students with an emphasis on ELs.
4. An assessment plan will be developed and implemented in order to monitor student learning and follow through with instruction- purchase assessment materials for early literacy, reading monitoring tool
5. Grade level teams will put together family literacy resources to help parents support their student learning at home.
6. The after school program will have a focused standard to help support this goal- CCSS.ELA-LITERACY.RL
7. Students will set goals, articulate their goals and communicate these goals to their parents with the support of their teacher.
8. Purchase incentives for student reading goals met as measured by teacher assessments.

9. Orton Gillingham Training for Early Literacy Instruction will continue to be supported throughout the school year.
10. Purchase intervention materials that support OG strategies for at risk and SPED.
11. Support student independent reading with the use of Footsteps to Brilliance in grades TK-3.
12. Support student goal setting and independent reading for grades 3-5 using Renaissance Accelerated Reader.

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)
500.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent Literacy Support
500.00	Unrestricted 4000-4999: Books And Supplies Incentives for students, materials for literacy night

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Support student goal setting and independent reading for grades TK, Kindergarten and SDC using Lexia. Grades 3-5 will utilize Accelerated Reader as a program to support literacy development and comprehension.

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)
2800.00	Title I 5800: Professional/Consulting Services And Operating Expenditures TK- K, SDC using Lexia

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Academically At Risk Students and SPED

Strategy/Activity

Preventing Academic Failure (PAF) materials to help supplement intervention in reading instruction.

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)
5,900.00	Title I 4000-4999: Books And Supplies intervention materials that support OG strategies for at risk and SPED

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.

All grade levels will increase their proficiency score by 10% as measured by CAASPP for overall English Language Arts performance. The implementation of the following strategies will take place at ROH:

1. All students will be provided with intervention at the time of need, based on data, observation and consistent progress monitoring.
2. Staff will meet to review student performance and provide targeted interventions- this will allow the staff to target instruction and hold each other accountable for the expected outcome.
3. Academic English Language Development will be purposeful, consistent, and monitored for all students with an emphasis on ELs- administration will provide PD and support in ELD instruction and implementation.
4. An assessment plan will be developed and implemented in order to monitor student learning and follow through with instruction.
5. Grade level teams will develop literacy resources to help parents support their student learning at home- collaborating with families is essential to the success of this plan. They are key to the goals set for their student.
6. The after school program will have a focused standard to help support this goal- CCSS.ELA-LITERACY.RL
7. Students will set goals, articulate their goals and communicate these goals to their parents with the support of their teacher- students need to know what they are "shooting for", therefore it will be our goal to help them articulate their goals, own them, and monitor themselves toward these goals using PAF data, Footsteps to Brilliance data, and AR data.
8. Purchase incentives for student reading goals met as measured by PAF data, Footsteps to Brilliance data, and AR data.

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

The articulated goal decreasing the students % in the area of "not met" is attainable with some of the expenditures set in place. While the overall amount provided to ROH is minimal in comparison to what needs to happen on site, we will supplement with other funds as necessary.

1. Providing families with resources, support, and awareness on literacy is key to the shared goal.
2. Supporting early literacy instruction with supplemental intervention materials.
3. Developing incentive plans around AR and Footsteps to Brilliance that will encourage students to develop independent reading skills and goal setting.
4. Purchasing incentives that will support and engage students and parents is necessary for continued encouragement toward meeting our goals.

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.

No changes to this goal at this 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: All Hollister School District students will be high achievers. High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions. (LEAP Performance Goal 1)

Goal 2

By June 2020 all English Learners will increase their performance by 10% in written language skills as measured by ELPAC.

Identified Need

The 2019 ELPAC scores demonstrate a need for a focus on written language skills- reading/ writing. Currently, 10% of all students are at a level 4 for written language. The focused efforts of ROH staff will increase this result by 10%. This increase will also be reflected in SPSA Goal 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	ELPAC Overall Written Language ALL Grade levels 9.65%	Increase by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Implementation of adopted Benchmark Curriculum for English Language Development- focused on unit development and continuous language.
2. Scheduled and monitored daily ELD instruction
3. EL progress is monitored with assessments focused on language development, reading comprehension, and writing.
4. Professional development on language objectives, ELD standards, ELPAC, and language proficiency levels.
5. Goal setting with students to understand the purpose of the ELPAC and their progress toward their goal.
6. The use of AR and Footsteps to Brilliance as a supplemental tool that helps develop language through reading.
7. Meet with parents to discuss and understand goals, become familiar with tools used by the student and become fluent with technology tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	General Fund 2000-2999: Classified Personnel Salaries Work with liaison, site technology specialist, library media specialist, and intervention team to do parent workshops or one on one meetings to assist with technology and goal setting/ understanding.

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.

The goal of increasing the language proficiency level in written language will support the goal set in SPSA Goal #1. The activities proposed will support both goals as language development and reading go hand in hand. Students and parents need to be aware of an assessments purpose. We will work to make this clear to both parents and students. Staff will work to help students and parents articulate these goals and help them monitor their progress toward this 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.

There are challenges with budget in that we are limited with the amounts allocated to service all of the needs of our population. The parent meetings will be essential with a limited number of staff being able to hold these meetings. It will be made more meaningful by meeting with a parent one on one. While this type of meeting will take a bit longer~ the impact will be greater.

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.

No changes to this goal at this 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: All Hollister School District students will be high achievers. High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions. (LEAP Performance Goal 1)

Goal 3

All grades will make progress in their overall achievement as measured by CAASPP and decrease the % of students falling in the "Standard Not Met" by 10%.

Identified Need

The 2020 CAASPP results demonstrate that 50.94% of our students are "not meeting" the standard in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	50.94% Standard "Not Met"	Decrease the number of "Not Met" by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RO Hardin Teachers will:

1. Full implementation of Eureka Math and monitor student progress using common formative assessments
2. Staff will meet in and across grade levels to discuss needs, identify common strategies, language needs, and a review/ revise curriculum maps for math during their planning time, early release Thursdays, and PE release time.
3. Early interventions provided by classroom teacher in grade TK-5.
4. Math resources will be provided to families in grades 3-5 to help parents understand multiple methods, goals of mathematical instruction, supports for student practice at home will be presented.
6. After school program run by Youth Alliance- CASA will have a focus by grade level stemmed around number sense.

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)

500.00

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Math resources will be developed and provided to families in grades 3-5 to help parents understand multiple methods, goals of mathematical instruction, supports for student practice at home will be presented.

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)

1500

Source(s)

Unrestricted
1000-1999: Certificated Personnel Salaries
release time for curriculum development and
planning around Eureka Math

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.

Last school year, ROH teachers started to pilot a new math curriculum. There was some training and collaboration in 2019-20, but as they continued to learn and develop there is still a need to support continued development and planning around this new curriculum. We will support our teachers to gain better understanding and practice of their curriculum. We will look at the assessment pieces and ensure that we are using the results of these assessments to adjust our instruction.

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

There are challenges with budget and time. While we need to provide our teachers with time to develop and learn new curriculum, we also want to maximize their time with students. We will need to budget enough to ask our teachers to meet and develop parent resources that will help support student learning at home.

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

We will see a change in the % of students nearing grade level standards as measured by CAASPP.

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

All sites will have a safe and positive learning environment. All students will learn in safe, engaging and inclusive classrooms and schools that motivate them and address their social emotional needs.

Goal 4

R.O. Hardin will implement social emotional curriculum, Sanford Harmony- with a focus on the following units: Diversity and Inclusion, Empathy and Critical Thinking, Communication, Problem Solving, and Peer Relationships. ROH will continue to support and practice the implementation of Capturing Kids Hearts (CKH) Social Contract, and use the Four Questions in 100% of its classrooms (20% growth) by June 2021.

Identified Need

The 2021 data demonstrates that 21.2% of ROH students are chronically absent. This is an increase from the previous school year as was expected through the pandemic and distance learning. A positive school culture and climate will contribute toward better school attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Schools Dashboard	Yellow	Green

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

1. Attendance Assemblies will be scheduled to recognize students with excellent attendance
2. Personal phone calls, postcards, and student contact will be made by site staff- teachers, instructional assistants, principal, assistant principal for those students missing class
3. Incentives will be provided site wide for students with excellent attendance
4. Consistent messages encouraging students to be in school will be made on site newsletters, all call messages, assemblies, morning announcements, and classroom newsletters
5. Participation in district initiatives directed at attendance.

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)

400.00

Source(s)

Unrestricted
4000-4999: Books And Supplies
incentives, awards, postcards, postage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hold School Wide Assemblies

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)

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	\$13,600.00

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	\$8,700.00
Title I Part A: Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: \$9,700.00

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 (\$)
General Fund	\$1,500.00
Unrestricted	\$2,400.00

Subtotal of state or local funds included for this school: \$3,900.00

Total of federal, state, and/or local funds for this school: \$13,600.00

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

Name of Members	Role
Lilia Espinoza	Principal
Antonia Rios	Other School Staff
Susana Canales	Parent or Community Member
Rebecca Nelson	Parent or Community Member
Tiffany Bianchi	Classroom Teacher
Belinda Garcia	Parent or Community Member
Julia Blankenship	Classroom Teacher

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
	Other: School Site Council R.O Hardin Instructional Leadership Team

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 10/27/2021.

Attested:



Principal, Lilia Espinoza on 10/27/2021

SSC Chairperson, Rebecca Nelson on 10/27/2021

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.

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.

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.

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.

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

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