

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ira Harbison Elementary	37-68221-6038764	November 30, 2021	December 14, 2021

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

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# 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).

Ira Harbison uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

## Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms regularly. In addition to these visits, each school has three visits from executive cabinet each year for district-involved walkthroughs. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal is provided.

## 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)

Ira Harbison Elementary School draws upon vital information in a number of state and local assessments to guide instruction to improve student outcomes. Extensive data is assembled on a district electronic database relating to the CAASPP (SBA, CAST, CAA), district and site-based Multiple Measures including Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Panorama management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

In Kindergarten through 6th grade, students participate in rigorous daily language arts and mathematics instruction. Literacy support is provided to targeted students by our Language Arts Specialist. ELD instruction is provided by the classroom teacher in all grade levels. Targeted at risk students in grades K-6 are exposed to additional instruction in English Language Arts along with additional Mathematics instruction both completed in small group and/or one-on-one.

Ira Harbison Elementary School complies with and monitors implementation of instructional time for the adopted programs for Language Arts, Mathematics and ELD. The school also provides additional time for students requiring intervention in Language Arts and Mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work with small groups of students providing additional literacy, math or ELD support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in Language Arts and Mathematics. Impact teachers and general education teachers are used to supplement Language Arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

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

Ira Harbison Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential English Language Arts and Mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal and diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given throughout the year at the end of each instructional unit. Running Records are conducted regularly to determine student progress in foundational literacy and comprehension skills. Site-based Assessments include but are not limited to: School Pace, Benchmark Assessment System (BAS) Reading Records, Basic Phonics Skills Test (BPST), UCI Math Unit Assessments, Learning Headquarters Program Writing Prompts, Go Math Mathematics Skill and Benchmark Tests, and iReady Language Arts and Math Diagnostic tests.

Students who are having difficulty performing at grade level standard at Ira Harbison Elementary School are supported on several levels in the classroom and through site level planning teams. Teachers develop standards-based instructional plans and align to comprehensive assessments that will address the needs of struggling students. Grade level meetings, Teacher-on-Special-Assignment (TOSA) consultation sessions, and guidance from the Site Language Arts Specialist (LAS) are all approaches that are brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meetings are scheduled to involve the expertise of the School Principal, Speech & Language Pathologist (SLP), School Psychologist and Resource Specialist Program (RSP) Teacher in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (Rtl), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in Kindergarten through Sixth grades. Grade level Rtl meetings are held throughout the year to discuss specific students, research-based strategies, Rtl goals and next steps. The progress of Tier 1 students is monitored every 8 weeks, progress of Tier 2 students is monitored every 4 weeks, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use BAS progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school YMCA REACH Program.

As discussed previously, Ira Harbison Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held monthly to discuss assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet the requirements to be Highly Qualified.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with the NCLB requirements and the Every Student Succeeds Act (ESSA) expectations. The staff at Ira Harbison Elementary School is involved in a program of ongoing professional development linked to Common Core State Standards (CCSS). Instructional planning is driven by the review of student outcomes on assessments that target essential content area standards. District level staff development focuses on the key areas in English Language Arts, Mathematics and ELD objectives and instructional practices to optimize student performance. All TK – 6th grade teachers are offered on-going trainings from a consultant on how to use reports from iREADY to target instruction and support for students in Reading and Math. All staff at Ira Harbison receives on-going professional learning opportunities which includes the best practices for accessing and interpreting data online utilizing the Illuminate data management system. This system provides access to the full range of local and state assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service trainings on how to create grade level assessments and classroom data reports.

Annually, a plan for staff development is designed based on the review of specific site data, including, iReady Reading/Math, ELPAC, CAASPP, and site-based Multiple Measures Assessments. The plan is developed through the collaborative efforts of the site instructional leader, the site Language Arts Specialist, Classroom Teachers and Support Staff, along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Smarter Balanced results, the Illuminate data management system, Benchmark Assessment System (BAS), Writing and ELPAC overall performance ranges were the focus of professional development for teachers in Transitional Kindergarten through 6th grade. New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialist helps support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

Other staff development areas includes Benchmark Assessment System (BAS), ELA/ELD Framework, Smarter Balanced Claims and Targets, Academic Vocabulary, School Safety, Student Engagement, Promethean ActiveInspire, BPST Assessments, SEL, PBIS and Fine Arts professional development.



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

- The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.
- The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using the Illuminate management system.
- Ira Harbison Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Comprehension Toolkit, BAS and the Systematic English Language Development. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

As discussed previously, Ira Harbison School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, results of Benchmark assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in English Language Arts, Mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation is encouraged during site collaboration days.

Primary grades focus on IRLA, BAS results and outcomes related to phonemic awareness, phonics, word recognition, vocabulary, reading fluency and comprehension as measure by the Basic Phonics Skills Test (BPST). Upper grade teachers also use BAS results, IRLA to monitor the progress of their students. Teachers also work together to analyze data from the district UCI Mathematics unit assessments. They use Illuminate data reports to determine next steps for instruction at grade level teams. In writing, all teaching staff scores writing samples collaboratively at least 3 times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

## Teaching and Learning

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

Ira Harbison Elementary School is continuing our transition to the Common Core State Standards within all subject matters. Ira Harbison Elementary School is involved in standards based English Language Arts and Mathematics instruction for all students through the combination of published and computer based instruction. The American Reading Company and Benchmark instructional materials are the core curriculum texts adopted by the district in 2018-19. In addition, we use the Learning Headquarters program, which is the district core-writing program in grades K–6. The Fountas and Pinnell Comprehension Toolkit is also used to supplement our English Language Arts program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist along with an Impact teacher as Tier II reading intervention programs. English Language Development (ELD) is addressed through the use language scaffolds and best practices for Designated/Integrated ELD instruction. UCI Math units are the primary resources for mathematics instruction adopted by the district, along with supplemental resources from the Go Math! curriculum. At Ira Harbison School, we have implemented a variety of computer based programs to support our students in Reading and Math. Clear school goals, shared vision, implementation of Common Core Standards, formative as well as summative assessments, and ongoing data analysis are the key components in driving our instructional programs at Ira Harbison.

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

Instructional minutes in all subject areas are monitored by the District. Teacher schedules are posted on Schoology to ensure adherence to the District guidelines.

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

Math and English Language Arts curriculum supply a framework for lesson pacing. All ELA units are designed to provide an additional week for intervention and support at the end of the unit. UCI Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a regular basis. Language Arts Specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

## **Opportunity and Equal Educational Access**

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

A Language Arts Specialist works with the teaching staff to provide additional support for students not reading at grade level. After school classes are offered to enrich students' experiences. Resource classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

## Parental Engagement

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

The District will be providing virtual parenting classes on various topics throughout the 2021-2022 school year. In addition to providing education to our students, Ira Harbison School has made an effort to provide our parents with opportunities to learn more about Common Core Standards implementation. Teachers have provided parent education nights in Math, Science and Technology. These parent trainings have offered our parents a better understanding of Math Common Core Standards and presented them with lesson samples. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. Principal chats have focused on classroom curriculum as well as the Social Emotional needs of students. Discussions have also focused on the iReady assessment system. Our teachers informed parents that this Smarter Balanced Assessment requires our students to demonstrate their understanding of how they arrived at their answer, as well as providing evidence to support their responses. Students must also be able to communicate this effectively in writing.

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)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement Resource Teacher in 2021-2022.

### Funding

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

1. Language Arts Specialist
2. After School Classes
3. iREADY and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

## 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**

Stakeholder involvement:

Families and community members:

Parent hours with the principal & counselor

Regular District English Language Advisory Committee meetings (DELAC)

Regular School Site Council meetings

The process used to gather information was through input from SSC, ELAC, community/parent survey and staff on the following dates:

August 17, 2021

October 27, 2021

November 12, 2021

November 17, 2021

December 6, 2021

December 15, 2021

## Resource Inequities

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

We did an analysis of the budget we had for the 2021-2022 with the intent of increasing services for students. We determined the following inequities:

\* Last year we budgeted \$17,200 for additional support for students during their instructional day to increase their reading abilities and the data showed that students decreased in ELA by 9% according to the Final iReady diagnostic. We realized that we had an inequity and we had to increase funding and our approach in that area.

\* We had Tier 1 interventions with Impact Teachers to support our English Learners and we determined that we had inadequate resources. As a result, we have allocated more money to support purchasing resources for Tier 1 interventions.

\* Last year we had a very high number of students identified on the universal screener as being at risk. We determined that we needed to allocate more funding and training to support developing a culture of empathy and inclusion.

# 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	0.19%	0.2%	%	1	1	
African American	2.87%	3.61%	1.6%	15	18	7
Asian	4.4%	3.81%	3.7%	23	19	16
Filipino	23.9%	23.25%	25.9%	125	116	112
Hispanic/Latino	60.04%	61.52%	60.7%	314	307	262
Pacific Islander	0.76%	1%	1.2%	4	5	5
White	3.44%	3.41%	3.5%	18	17	15
Multiple/No Response	%	0.6%	3.0%		13	13
<b>Total Enrollment</b>				523	499	432

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	74	60
Grade 1	55	71	56
Grade 2	72	54	68
Grade3	67	68	48
Grade 4	77	70	63
Grade 5	77	78	64
Grade 6	87	84	73
<b>Total Enrollment</b>	523	499	432

### Conclusions based on this data:

1. In 2020 - 2021 Ira Harbison's enrollment decreased from 499 to 432.
2. The grade level with the greatest drop in enrollment was 2nd grade. In 2019-2020 their enrollment was 68 and in 2020-2021 it was 48.
3. Between 2019-2020 and 2020-2021 the student population with the greatest increase was multiple/no response with an increase from .6% to 3.0%.

# 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	200	192	151	38.2%	38.5%	35.0%
Fluent English Proficient (FEP)	64	69	56	12.2%	13.8%	13.0%
Reclassified Fluent English Proficient (RFEP)	24	29	22	13.1%	14.5%	11.5%

### Conclusions based on this data:

1. In 2020-2021 Ira Harbison's English Learner population decreased from 192 to 151 students an increase of 21.3% due to a decrease in total enrollment.
2. In 2020-2021 Ira Harbison's Fluent English Proficient students decreased from 13.8% to 13.0%

# School and Student Performance Data

## Diagnostic Results - Math

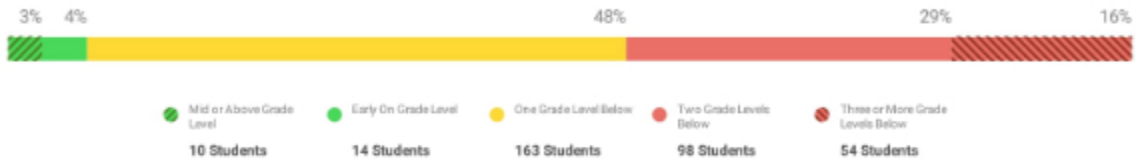
### Diagnostic Results



School: Ira Harbison Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 339/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		0%	8%	92%	0%	0%	39/46
Grade 1		5%	3%	71%	21%	0%	38/41
Grade 2		4%	2%	42%	53%	0%	53/55
Grade 3		0%	2%	34%	36%	29%	56/59
Grade 4		3%	5%	45%	28%	20%	40/49
Grade 5		4%	7%	42%	25%	23%	57/69

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# Diagnostic Results



School: Ira Harbison Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		5%	4%	30%	30%	30%	56/61

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### Conclusions based on this data:

1. In 6th grade the greatest number of students, 11%, scored early on and mid or above grade level on Diagnostic 1.
2. In 2020-2021 17% of students scored at or above grade level on Diagnostic 1 compared with 2021-2021 when 7% of students scored at or above grade level on Diagnostic 1.

3. According to Diagnostic one 15% of students are at or above grade level in the domain, measurement and data.

# School and Student Performance Data

## Diagnostic Results - Reading

### Diagnostic Results



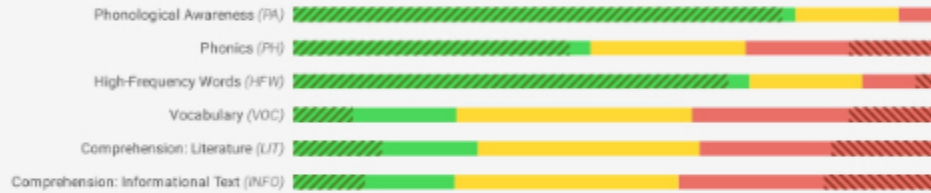
School: Ira Harbison Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 337/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		8%	10%	83%	0%	0%	40/46
Grade 1		11%	16%	66%	8%	0%	38/41
Grade 2		4%	11%	41%	44%	0%	54/55
Grade 3		2%	17%	34%	28%	19%	53/59
Grade 4		18%	23%	33%	8%	20%	40/49

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# Diagnostic Results



School: Ira Harbison Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		12%	12%	28%	25%	23%	57/69
Grade 6		15%	7%	15%	24%	40%	55/61

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### Conclusions based on this data:

- In 2020-2021 the percentage of students two or more grade levels behind according to Diagnostic 1 was 33% compared to 38% in 2021-2022.
- In 2020-2021 the percentage of students at or above grade level according to Diagnostic 1 was 32% compared to 22% in 2021-2022.

3. 41% of 4th graders are performing at or above grade level according to the 2021-2022 Diagnostic 1.

# School and Student Performance Data

## EL Diagnostic Results - Math

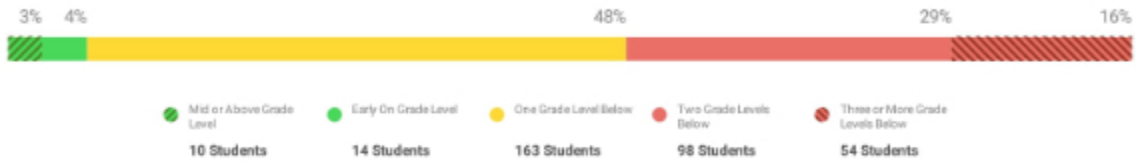
### Diagnostic Results



School: Ira Harbison Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 339/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		1%	3%	35%	37%	24%	138/154
No - English Learner		4%	5%	57%	23%	10%	201/226

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**Conclusions based on this data:**

1. In 2020-2021 15% of English Learners were at or above grade level according to the iReady Diagnostic 1 compared with 7% on Diagnostic 1 in 2021-2022.
2. In 2021-2022 Measurement and Data was an area of strength for our English Learners with 15% scoring at or above on Diagnostic 1.

# School and Student Performance Data

## EL Diagnostic Results - Reading

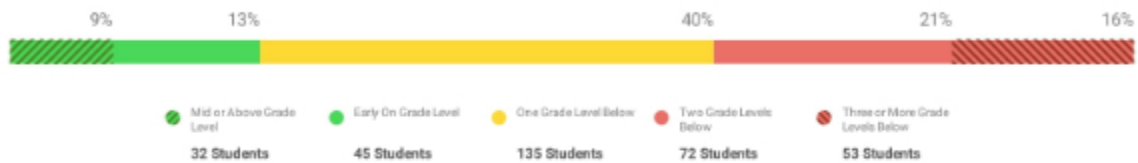
### Diagnostic Results



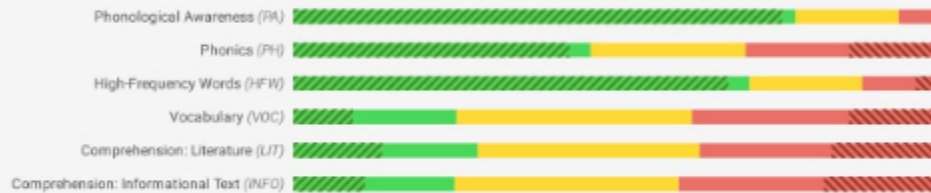
School: Ira Harbison Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 337/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		3%	5%	43%	27%	22%	136/154
No - English Learner		14%	19%	38%	17%	11%	201/226



**Conclusions based on this data:**

1. In 2020-2021 19% of English Learners were at or above grade level according to the iReady Diagnostic 1 compared with 8% on Diagnostic 1 in 2021-2022.
2. In 2021-2022 Phonological Awareness was an area of strength for our English Learners with 78% scoring at or above on Diagnostic 1.

# School and Student Performance Data

## Special Education Diagnostic Results - Math

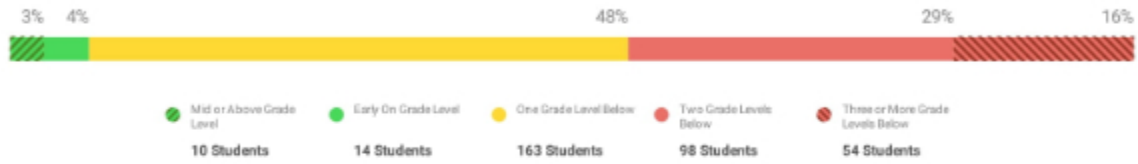
### Diagnostic Results



School: Ira Harbison Elementary  
 Subject: Math  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 339/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		5%	0%	19%	35%	41%	37/40
No - Special Education		3%	5%	52%	28%	13%	302/340

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**Conclusions based on this data:**

1. In 2021-2022 Measurement and Data was an area of strength for our Special Education students with 15% scoring at or above on Diagnostic 1.
2. In 2020-2021 5% of Special Education students were at or above grade level according to the iReady Diagnostic 1 compared with 7% on Diagnostic 1 in 2021-2022.

# School and Student Performance Data

## Special Education Diagnostic Results - Reading

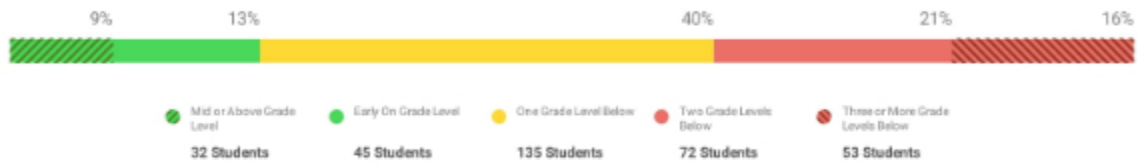
### Diagnostic Results



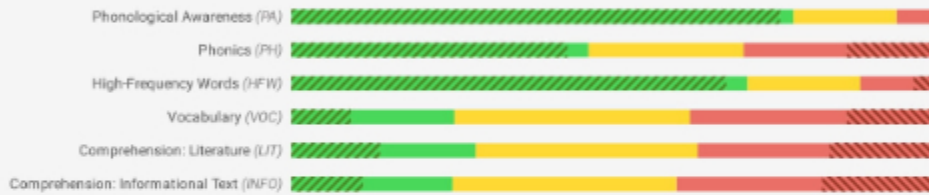
School: Ira Harbison Elementary  
 Subject: Reading  
 Academic Year: 2021 - 2022  
 Diagnostic: Diagnostic 1  
 Prior Diagnostic: None

#### Overall Placement

Students Assessed/Total: 337/380



#### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		5%	5%	22%	16%	51%	37/40
No - Special Education		10%	14%	42%	22%	11%	300/340

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**Conclusions based on this data:**

1. In 2020-2021 21% of Special Education students were at or above grade level according to the iReady Diagnostic 1 compared with 10% on Diagnostic 1 in 2021-2022.
2. In 2021-2022 Phonological Awareness was an area of strength for our Special Education students with 78% scoring at or above on Diagnostic 1.

## **Disclaimer**

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	70	46	70	70	0	70	70	0	97.2	100	0.0
Grade 4	73	73	61	72	72	0	72	72	0	98.6	98.6	0.0
Grade 5	88	76	63	88	75	0	88	75	0	100	98.7	0.0
Grade 6	93	87	73	93	87	0	93	87	0	100	100	0.0
All Grades	326	306	243	323	304	0	323	304	0	99.1	99.3	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2414.	2387.		18.57	11.43		21.43	22.86		31.43	22.86		28.57	42.86	
Grade 4	2471.	2450.		26.39	18.06		27.78	16.67		20.83	31.94		25.00	33.33	
Grade 5	2480.	2484.		17.05	12.00		25.00	30.67		19.32	25.33		38.64	32.00	
Grade 6	2545.	2506.		18.28	9.20		41.94	35.63		24.73	24.14		15.05	31.03	
All Grades	N/A	N/A	N/A	19.81	12.50		29.72	26.97		23.84	25.99		26.63	34.54	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.71	17.14		54.29	42.86		30.00	40.00	
Grade 4	25.00	18.06		48.61	47.22		26.39	34.72	
Grade 5	15.91	12.00		50.00	53.33		34.09	34.67	
Grade 6	31.18	12.64		40.86	50.57		27.96	36.78	
All Grades	22.29	14.80		47.99	48.68		29.72	36.51	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	15.71	11.43		44.29	45.71		40.00	42.86	
<b>Grade 4</b>	22.22	16.67		52.78	63.89		25.00	19.44	
<b>Grade 5</b>	28.41	17.33		38.64	56.00		32.95	26.67	
<b>Grade 6</b>	26.88	16.09		55.91	51.72		17.20	32.18	
<b>All Grades</b>	23.84	15.46		47.99	54.28		28.17	30.26	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	14.29	11.43		70.00	61.43		15.71	27.14	
<b>Grade 4</b>	12.50	6.94		68.06	65.28		19.44	27.78	
<b>Grade 5</b>	7.95	10.67		65.91	74.67		26.14	14.67	
<b>Grade 6</b>	8.60	4.60		73.12	73.56		18.28	21.84	
<b>All Grades</b>	10.53	8.22		69.35	69.08		20.12	22.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	27.14	11.43		50.00	44.29		22.86	44.29	
<b>Grade 4</b>	36.11	11.11		41.67	59.72		22.22	29.17	
<b>Grade 5</b>	26.14	18.67		39.77	48.00		34.09	33.33	
<b>Grade 6</b>	36.56	18.39		47.31	47.13		16.13	34.48	
<b>All Grades</b>	31.58	15.13		44.58	49.67		23.84	35.20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- As demonstrated by the overall ELA achievement results, Grade 6 students scored higher than the lower grades (3rd-5th) achieving a total percentage of 34.48% at the "Met" standard expectations.
- According to the 2018-19 overall data, 38.81% of students in grades 3-6, met or exceeded standard expectations.



3. As reflected in the 2018-19 data for ELA, 48.68% of 3rd - 6th grade students were at or near standards compared to 47.99% in 2017-2018.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	70	46	71	70	0	71	70	0	98.6	100	0.0
Grade 4	73	73	61	72	72	0	72	72	0	98.6	98.6	0.0
Grade 5	88	76	63	88	75	0	88	75	0	100	98.7	0.0
Grade 6	93	87	73	93	87	0	93	87	0	100	100	0.0
All Grades	326	306	243	324	304	0	324	304	0	99.4	99.3	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2416.	2397.		12.68	7.14		29.58	24.29		26.76	28.57		30.99	40.00	
Grade 4	2465.	2441.		13.89	6.94		25.00	19.44		37.50	37.50		23.61	36.11	
Grade 5	2472.	2462.		11.36	9.33		13.64	5.33		26.14	37.33		48.86	48.00	
Grade 6	2525.	2485.		11.83	8.05		27.96	17.24		36.56	28.74		23.66	45.98	
All Grades	N/A	N/A	N/A	12.35	7.89		23.77	16.45		31.79	32.89		32.10	42.76	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.39	12.86		29.58	41.43		38.03	45.71	
Grade 4	16.67	12.50		44.44	36.11		38.89	51.39	
Grade 5	14.77	8.00		27.27	25.33		57.95	66.67	
Grade 6	18.28	12.64		50.54	31.03		31.18	56.32	
All Grades	20.06	11.51		38.27	33.22		41.67	55.26	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	18.31	8.57		35.21	51.43		46.48	40.00	
<b>Grade 4</b>	15.28	11.11		59.72	41.67		25.00	47.22	
<b>Grade 5</b>	15.91	9.33		38.64	45.33		45.45	45.33	
<b>Grade 6</b>	13.98	6.90		62.37	41.38		23.66	51.72	
<b>All Grades</b>	15.74	8.88		49.38	44.74		34.88	46.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	22.54	11.43		54.93	50.00		22.54	38.57	
<b>Grade 4</b>	20.83	11.11		51.39	41.67		27.78	47.22	
<b>Grade 5</b>	12.50	5.33		38.64	40.00		48.86	54.67	
<b>Grade 6</b>	12.90	9.20		52.69	51.72		34.41	39.08	
<b>All Grades</b>	16.67	9.21		49.07	46.05		34.26	44.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. As demonstrated by the results, we had more students in the "Nearly Met" and/or "Not Met" standards, with the average at 75.65% of the school population
2. According to the overall data, students scored higher in the "Concepts and Procedures" domain with 11.51% of students in the Above Standard level.
3. As reflected in the overall data, third grade students had an average of 24.29% of students exceeding and/or meeting the standard; scoring higher than the 4-6th grade students.

# 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1433.2	1423.8		1443.3	1440.2		1409.4	1385.1		32	52	0
<b>1</b>	1483.8	1484.4		1462.5	1501.0		1504.4	1467.3		36	16	0
<b>2</b>	1489.1	1505.4		1481.1	1497.8		1496.6	1512.5		36	37	0
<b>3</b>	1483.0	1460.3	1524.8	1472.9	1461.4	1536.7	1492.7	1458.9	1512.3	24	22	12
<b>4</b>	1494.3	1520.7	1523.9	1487.2	1515.7	1523.5	1501.0	1525.3	1523.8	16	24	24
<b>5</b>	1509.1	1537.6	1508.8	1513.3	1548.3	1516.4	1504.3	1526.5	1500.3	13	16	18
<b>6</b>	*	*	1518.3	*	*	1520.6	*	*	1515.7	*	10	19
<b>All Grades</b>	1480.7			1471.6			1489.0			164	177	73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	7.69		40.63	40.38		*	42.31		*	9.62		32	52	
<b>1</b>	50.00	18.75		*	68.75		*	12.50		*	0.00		36	16	
<b>2</b>	52.78	24.32		*	54.05		*	18.92		*	2.70		36	37	
<b>3</b>	*	4.55	41.67	*	22.73	25.00	*	45.45	33.33	*	27.27	0.00	24	22	12
<b>4</b>	*	29.17	20.83	*	37.50	58.33	*	25.00	16.67	*	8.33	4.17	16	24	24
<b>5</b>	*	18.75	16.67	*	56.25	16.67	*	25.00	44.44	*	0.00	22.22	13	16	18
<b>6</b>	*	*	10.53	*	*	36.84	*	*	52.63	*	*	0.00	*	*	19
<b>All Grades</b>	31.71	15.25	20.55	34.15	45.20	36.99	25.00	31.64	35.62	9.15	7.91	6.85	164	177	73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.38		53.13	42.31		*	34.62		*	7.69		32	52	
<b>1</b>	50.00	68.75		*	12.50		*	18.75		*	0.00		36	16	
<b>2</b>	61.11	29.73		*	45.95		*	21.62		*	2.70		36	37	
<b>3</b>	*	22.73	41.67	*	31.82	41.67	*	13.64	16.67	*	31.82	0.00	24	22	12
<b>4</b>	*	50.00	50.00	*	33.33	33.33	*	8.33	16.67	*	8.33	0.00	16	24	24
<b>5</b>	*	50.00	27.78	*	43.75	38.89	*	6.25	27.78	*	0.00	5.56	13	16	18
<b>6</b>	*	*	26.32	*	*	42.11	*	*	31.58	*	*	0.00	*	*	19
<b>All Grades</b>	40.24	33.33	36.99	36.59	38.98	38.36	15.85	19.77	23.29	7.32	7.91	1.37	164	177	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	3.85		*	26.92		40.63	57.69		*	11.54		32	52	
<b>1</b>	47.22	6.25		*	68.75		*	18.75		*	6.25		36	16	
<b>2</b>	47.22	18.92		*	54.05		*	21.62		*	5.41		36	37	
<b>3</b>	*	4.55	16.67	*	9.09	33.33	50.00	45.45	41.67	*	40.91	8.33	24	22	12
<b>4</b>	*	16.67	12.50	*	33.33	29.17	*	33.33	45.83	*	16.67	12.50	16	24	24
<b>5</b>	*	0.00	5.56	*	25.00	5.56	*	62.50	44.44	*	12.50	44.44	13	16	18
<b>6</b>	*	*	5.26	*	*	10.53	*	*	52.63	*	*	31.58	*	*	19
<b>All Grades</b>	26.83	9.04	9.59	25.00	33.90	19.18	31.71	40.68	46.58	16.46	16.38	24.66	164	177	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	46.88	5.77		46.88	80.77		*	13.46		32	52	
<b>1</b>	63.89	75.00		*	25.00		*	0.00		36	16	
<b>2</b>	69.44	43.24		*	54.05		*	2.70		36	37	
<b>3</b>	*	18.18	50.00	62.50	54.55	50.00	*	27.27	0.00	24	22	12
<b>4</b>	*	41.67	58.33	75.00	54.17	37.50	*	4.17	4.17	16	24	24
<b>5</b>	*	6.25	22.22	*	93.75	66.67	*	0.00	11.11	13	16	18
<b>6</b>	*	*	21.05	*	*	68.42	*	*	10.53	*	*	19
<b>All Grades</b>	50.00	26.55	38.36	42.07	64.41	54.79	7.93	9.04	6.85	164	177	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.63	30.77		56.25	63.46		*	5.77		32	52	
<b>1</b>	55.56	43.75		33.33	56.25		*	0.00		36	16	
<b>2</b>	36.11	29.73		55.56	62.16		*	8.11		36	37	
<b>3</b>	*	50.00	58.33	54.17	22.73	41.67	*	27.27	0.00	24	22	12
<b>4</b>	*	45.83	65.22	*	41.67	34.78	*	12.50	0.00	16	24	23
<b>5</b>	*	81.25	58.33	*	18.75	33.33	*	0.00	8.33	13	16	12
<b>6</b>	*	*	55.56	*	*	38.89	*	*	5.56	*	*	18
<b>All Grades</b>	41.46	41.24	60.00	47.56	50.28	36.92	10.98	8.47	3.08	164	177	65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00		71.88	92.31		*	7.69		32	52	
<b>1</b>	66.67	37.50		*	62.50		*	0.00		36	16	
<b>2</b>	47.22	10.81		33.33	83.78		*	5.41		36	37	
<b>3</b>	*	4.55	16.67	50.00	31.82	66.67	45.83	63.64	16.67	24	22	12
<b>4</b>	*	8.33	12.50	*	62.50	62.50	*	29.17	25.00	16	24	24
<b>5</b>	*	12.50	5.56	*	75.00	44.44	*	12.50	50.00	13	16	18
<b>6</b>	*	*	5.26	*	*	21.05	*	*	73.68	*	*	19
<b>All Grades</b>	31.10	9.04	9.59	48.17	71.19	47.95	20.73	19.77	42.47	164	177	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	43.75	30.77		40.63	46.15		*	23.08		32	52	
<b>1</b>	41.67	12.50		52.78	81.25		*	6.25		36	16	
<b>2</b>	30.56	32.43		58.33	59.46		*	8.11		36	37	
<b>3</b>	*	9.09	8.33	75.00	63.64	75.00	*	27.27	16.67	24	22	12
<b>4</b>	*	20.83	8.33	81.25	75.00	87.50	*	4.17	4.17	16	24	24
<b>5</b>	*	6.25	5.56	*	81.25	66.67	*	12.50	27.78	13	16	18
<b>6</b>	*	*	5.26	*	*	89.47	*	*	5.26	*	*	19
<b>All Grades</b>	28.05	21.47	6.85	59.76	63.84	80.82	12.20	14.69	12.33	164	177	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. According to the 2018-19 ELPAC data, the highest overall language percentage, 45.2%, was achieved by students in grades K-5, at the "Moderately Developed" language level.
2. As demonstrated by the overall ELPAC Summative results, Grade 5 students scored higher than all other lower grades (K-4th) achieving a mean scale score of 1548.3.
3. As reflected in the 2018-19 ELPAC data, all students tested in grades K-5 scored highest in the "Speaking" domain than in any other strand with 41.24% of students scoring at the "Well Developed" level.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>432</b>	<b>66.0</b>	<b>35.0</b>	<b>0.5</b>
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	151	35.0
Foster Youth	2	0.5
Homeless	13	3.0
Socioeconomically Disadvantaged	285	66.0
Students with Disabilities	40	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
American Indian or Alaska Native		
Asian	16	3.7
Filipino	112	25.9
Hispanic	262	60.6
Two or More Races	13	3.0
Native Hawaiian or Pacific Islander	5	1.2
White	15	3.5

### Conclusions based on this data:

1. According to the 2019-2020 data, socioeconomically disadvantaged students make up 67.1% of the school's population.



2. According to the data, 38.5% of the total students enrolled are English Learners.

3. Students with disabilities make-up 9.8% of the total student enrollment.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. ELA is in the orange.
2. Math is also in the orange.
3. The suspension rate at Ira Harbison scored in the green.

# School and Student Performance Data

## Academic Performance English Language Arts

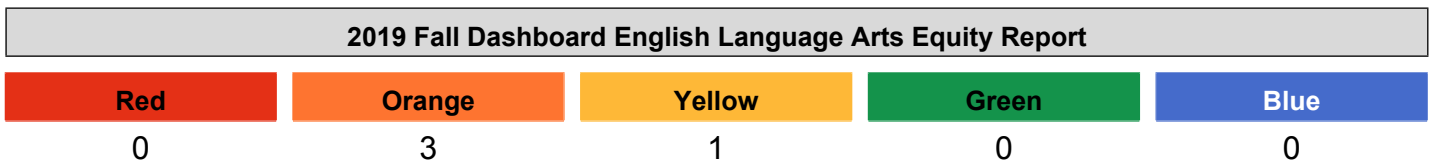
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> <p>Orange</p> <p>26.1 points below standard Declined Significantly -24.1 points</p> <p>294</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>34.7 points below standard Declined Significantly -31.7 points</p> <p>147</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>44.9 points below standard Declined -11.1 points</p> <p>21</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.1 points below standard Declined Significantly -20.2 points</p> <p>209</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>94 points below standard Increased ++8.7 points</p> <p>32</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 76.8 points below standard Declined Significantly -39.7 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 48.2 points above standard Increased ++11.8 points 15	 Yellow 8.5 points above standard Declined Significantly -41 points 70
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.8 points below standard Declined -15 points 169	 No Performance Color 15.6 points below standard Declined Significantly -21 points 12	 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 10

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
92.8 points below standard Declined Significantly -51.6 points 66	12.6 points above standard Declined Significantly -29.9 points 81	20.7 points below standard Declined Significantly -16 points 140

**Conclusions based on this data:**

1. According to the 2019 data, Ira Harbison did not have any student groups scoring in the red.
2. According to the 2019 data, Ira Harbison had three student groups falling in the orange and one in the yellow.
3. According to the 2019 data, English Language Arts Performance for All Students/Student Group three of the student groups "declined significantly."

# School and Student Performance Data

## Academic Performance Mathematics

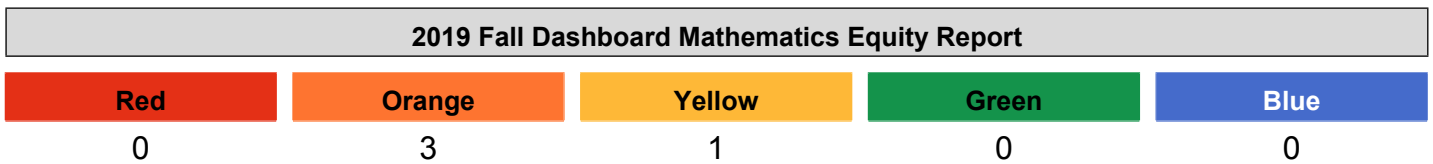
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> Orange 54.1 points below standard Declined Significantly -24.7 points 294	<p><b>English Learners</b></p> Orange 57.6 points below standard Declined Significantly -28.3 points 147	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 81.8 points below standard Declined Significantly -18.4 points 21	<p><b>Socioeconomically Disadvantaged</b></p> Orange 63.1 points below standard Declined Significantly -23.2 points 209	<p><b>Students with Disabilities</b></p> No Performance Color 119.3 points below standard Increased ++5.6 points 32

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

African American	American Indian	Asian	Filipino
 No Performance Color 86 points below standard Declined Significantly -35.8 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 9.9 points below standard Declined Significantly -32.5 points 15	 Yellow 14.6 points below standard Declined Significantly -29.6 points 70
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.3 points below standard Declined Significantly -20.6 points 169	 No Performance Color 38.8 points below standard Maintained -1 points 12	 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 10

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
99.6 points below standard Declined Significantly -43.7 points 66	23.3 points below standard Declined Significantly -26.4 points 81	51.7 points below standard Declined Significantly -20.1 points 140

#### Conclusions based on this data:

1. According to the 2019 data for math, English Learners scored 57.6 points below standard, 3.5 points lower than all student on average.
2. As demonstrated by the 2019 data, Hispanic students declined significantly in math by -20.6 points.
3. According to the data, Filipino students were 14.6 points below standard in math.

# School and Student Performance Data

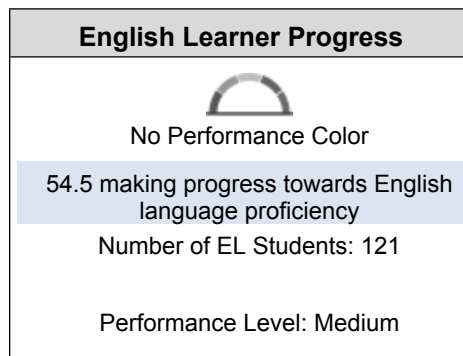
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	39	12	54

#### Conclusions based on this data:

1. According to the 2018-2019 data, 54% of English Learner students progressed at least one ELPI level.
2. According to the 2018-2019 data, 16% of English Learner students decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

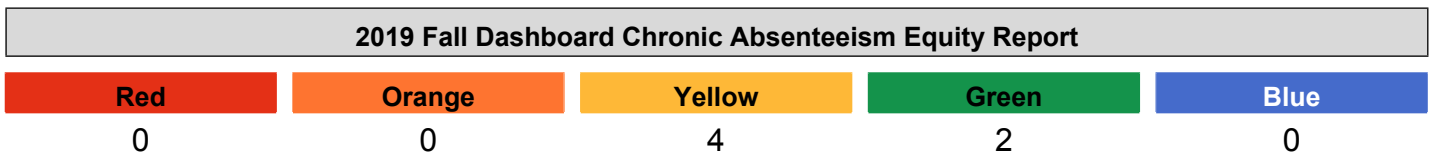
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Green 9.2 Declined Significantly -13.2 542	<p><b>English Learners</b></p> Yellow 11.6 Declined Significantly -17.4 216	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p> Yellow 11.1 Declined -36.3 45	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 11.1 Declined Significantly -15.6 370	<p><b>Students with Disabilities</b></p> Green 7.7 Declined -14 52

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 6.7 Declined -25.2 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.3 Increased +4.3 23	 Green 6.3 Declined -7.6 128
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.1 Declined Significantly -18.7 326	 No Performance Color 16 Increased +0.6 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 10 Declined -3.6 20

**Conclusions based on this data:**

1. According to the data 9.2% of all students were absent 10 percent or more of the instructional days they were enrolled.
2. According to the data 11.1% of all English Learner students were absent 10 percent or more of the instructional days they were enrolled.
3. According to the data 7.7% of students with disabilities were absent 10 percent or more of the instructional days they were enrolled.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

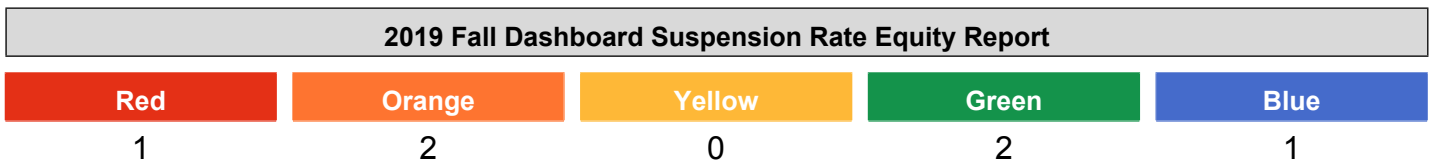
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> <p>Green</p> <p>2.9</p> <p>Declined -0.5</p> <p>554</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.8</p> <p>Declined -0.5</p> <p>218</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Available</p> <p>7</p>
<p><b>Homeless</b></p> <p>Blue</p> <p>0</p> <p>Declined -4.7</p> <p>45</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.7</p> <p>Maintained 0</p> <p>375</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>7.7</p> <p>Increased +4.4</p> <p>52</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> Declined -8.7 16	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">1</div> 1	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">4.3</div> Declined -1.7 23	 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3.9</div> Increased +3.2 129
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">2.4</div> Declined Significantly -1.7 335	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">4</div> Maintained +0.2 25	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">4</div> 4	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> Maintained 0 21

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.9

**Conclusions based on this data:**

1. According to the 2018-2019 data, 3.3% of the students in the 2017-2018 school year were suspended compared to 2.9% who were suspended in 2018-2019, a .4% decrease in suspensions.
2. According to the 2018-2019 data, there was a 4.4% increase in suspensions for students with disabilities.
3. According to the 2018-2019 data, there was a 1. was 7% increase in suspensions for Hispanic students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned improvement in Student Performance for English Learners

## LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

## Goal 1

English Learners will actively engage in grade level standards based instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency.

- A. English Learner Reclassification will increase 1% in 2021-2022.
- B. The percentage of English learners performing at grade level, according to the Fall iReady reading Diagnostic, will increase by 2%.
- C. The percentage of English learners performing at grade level, according to the Fall iReady math Diagnostic, will increase by 2%.
- D. Increase ELPAC overall average score by 50 points and overall percentage by 2%.
- E. Decrease CAASP distance from standard by 2 points for ELA and math.

## Identified Need

- A. In 2020 - 2021 Ira Harbison reclassification rate was 1.9% a decrease from 10.4%
- B. According to iReady ELA In 2019-2021 47% of ELs at Ira Harbison were identified as Tier 1 compared with 32% in 2020-2021, a decrease of 15%.
- C. According to iReady ELA In 2019-2021 42% of ELs at Ira Harbison were identified as Tier 1 compared with 23% in 2020-2021, a decrease of 19%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	34.7 points below standard, declined 31.7	Decrease to 29 points distance from standard - maintain
CAASPP Math EL Data	57.6 points below standard, declined 28.3	Decrease to 26 points distance from standard - maintain
iREADY ELA Data	7% of English Learner students in Tier 1 (Fall 21-22)	9% of English Learner students in Tier 1 (Fall 22-23)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iREADY Math Data Fall 21-22	4% of English Learner students in Tier 1 (Fall 21-22)	6% of English Learner students in Tier 1 (Fall 22-23)
ELPAC Overall Percentage Data	6% met overall ELPAC standards	8% will meet overall ELPAC standards.
ELPAC Oral Percentage Data	10% met oral ELPAC standards.	12% will meet oral ELPAC standards.
ELPAC Written Percentage Data	2% met written ELPAC standards.	4% will meet written ELPAC standards.
ELPAC Overall Average	Overall average is 1513	Increase in overall average by 50 points
ELPAC Oral Average	Oral average is 1517	Increase in oral average by 50 points
ELPAC Written Average	Written average is 1509	Increase in written average by 50 points
Reclassification rate	1.9% of English learners reclassified	3.9% of English learners will be reclassified.

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)

English learners

### Strategy/Activity

A Language Arts Specialist (LAS) will provide small group instruction to English learners. LAS is highly qualified in assessment and instruction in ELA. He supports students by providing differentiated small group instruction in English language development. Additional resources and materials will be required.

### 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)
145000	District Funded 1000-1999: Certificated Personnel Salaries LAS
3000	LCAP 4000-4999: Books And Supplies Resources for small group LAS instruction

## Strategy/Activity 2

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

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

English learners

### Strategy/Activity

Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, ELD, and ELA assessment practices. This may also include professional development experiences that are self-selected by teachers.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3000

#### Source(s)

LCAP  
5800: Professional/Consulting Services And Operating Expenditures  
Teacher and/or principal conferences and learning experiences

12000

LCAP  
5000-5999: Services And Other Operating Expenditures  
Substitutes to cover teachers to attend professional development

## Strategy/Activity 3

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

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

English learners

### Strategy/Activity

Hire one impact teacher to support students during the instructional day to increase their reading abilities using research proven methods. Additional resources and materials will be required.

### 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

#### Source(s)

LCAP  
4000-4999: Books And Supplies  
Instructional materials and resources to support small group intervention support

20000

Title I  
1000-1999: Certificated Personnel Salaries



One impact teachers to support EL students

### Strategy/Activity 4

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

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

English learners

#### Strategy/Activity

Teachers will provide support with the ELPAC assessment

#### 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)

6000

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Certificated teachers will provide support with the ELPAC to make data driven decisions

1000

LCAP  
2000-2999: Classified Personnel Salaries  
Certificated teacher to be English Learner Site Liasion

## 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 strategies that were put in place for the 2020-2021 school year contributed to 1.9% of students being reclassified.

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

In 2020-2021 we budgeted money to be spent on professional development opportunities and due to the school closure we were unable to fully implement.

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.

For the 2021-2022 school year we will continue to focus on small group interventions with our English learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Planned improvements in student academic performance

## LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

## Goal 2

All students will actively engage in grade level, standards based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic.

- A. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic, will increase by 2%.
- B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 2%.
- C. Decrease CAASP distance from standard by 2 points for ELA and math.

## Identified Need

A. In 2019 - 2020, according to iREADY ELA data, 54% of all students at Ira Harbison were identified as Tier 1 compared with 45% in 2020-2021, a decrease of 9%.

B. In 2019 - 2020, according to iREADY math data, 45% of all students at Ira Harbison were identified as Tier 1 compared with 32% in 2020-2021, a decrease of 13%.

- --- FROM STEVEN ----

SBAC Baseline Results: 2018/2019 CAASPP results indicate 43 percent of all students are proficient in ELA. This was a decline of 1%. This indicates a near 57 percent of students not meeting the expected performance standard.

2018/2019 CAASPP results indicate 32 percent of all students are proficient in Math. This was a decline of 4% of students meeting proficiency in Math. This indicates about 68 percent of students are not meeting proficiency.

As the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. 2019 State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and Math frameworks.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	26.1 points below standard, declined 24.1	Decrease to 24 points distance from standard - maintain
CAASPP Math All students	54.1 points below standard, declined 24.7	Decrease to 52 points distance from standard - maintain
CAASPP ELA SWD	94 points below standard, increased 8.7	Decrease to 92 points distance from standard - maintain
CAASPP Math SWD	119.3 points below standard, increased 5.6	Decrease to 117 points distance from standard - maintain
iREADY Reading All Students	23% of all students are in Tier 1 (Fall 21-22)	25% of all students are in Tier 1 (Fall 22-23)
iREADY Math All Students	7% of all students are in Tier 1 (Fall 21-22)	9% of all students are in Tier 1 (Fall 22-23)
iREADY Math SWD	5% of SWD are in Tier 1 (Fall 21-22)	7% of students with SWD are in Tier 1 (Fall 22-23)
iREADY ELA SWD	8% of SWD are in Tier 1 (Fall 21-22)	10% of students with SWD are in Tier 1 (Fall 22-23)

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

Hire one impact teacher to support students during the instructional day to increase their reading abilities using research proven methods. Additional resources and materials will be required.

#### 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)

40000

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Two impact teachers to support all students

1500

LCAP  
4000-4999: Books And Supplies  
Educational materials and supplies for small group instruction

## 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

Incorporate innovative instructional approaches tied to Common Core State Standards (project based learning, maker spaces, engineering) through professional development and resources

### 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)

2000

#### Source(s)

LCAP  
4000-4999: Books And Supplies  
In house production

10000

LCAP  
4000-4999: Books And Supplies  
Materials and supplies to support innovative instructional approaches

## Strategy/Activity 3

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

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

All students

### Strategy/Activity

Students will participate in educational field trips and experiences (virtual or in person depending on current district policy) throughout the year that align to Common Core State Standards.

### 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)

15000

#### Source(s)

LCAP  
5000-5999: Services And Other Operating Expenditures  
Transportation, substitute costs, field trip costs

## Strategy/Activity 4

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

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

All students

### Strategy/Activity

Provide technology resources for student achievement

#### 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)
2000	Title I 4000-4999: Books And Supplies Technology materials and resources
10500	District Funded 1000-1999: Certificated Personnel Salaries Technology support
1000	LCAP 1000-1999: Certificated Personnel Salaries Technology liaison

### Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, Math, SEL, ELD, and ELA assessment practices. This may also include professional development experiences that are self-selected by teachers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCAP 1000-1999: Certificated Personnel Salaries Teacher and/or principal conferences and learning experiences

## 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 impact teachers who were hired were able to work with 30-40 students to address specific areas of need.

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

Due to the school closure significant portions of our budgeted expenditures were unused.

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 continue with the goals and implement the strategies to the best of our ability.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

All students

## LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

## Goal 3

Expand communication and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

## Identified Need

Research over the last five decades concludes that parents are the most influential factor on their child's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency, and positive attitude towards school. NSD and Ira Harbison are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interest and needs, with particular focus on serving parents of unduplicated students and special education students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey	29 parents participated in at least one parent meeting (20-21)	5% gain in participation
Family newsletter	No school newsletter	Quarterly school newsletter

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

Host a variety of family events throughout the year to improve the home school connection

### 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)
7196	LCAP 4000-4999: Books And Supplies Materials and supplies
1500	Title I 1000-1999: Certificated Personnel Salaries Extra time for teachers to plan and facilitate home school connection activities.

## 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

The following policy was jointly developed by various site based parent groups.

#### Title I, Part A School Parent and Family Engagement Policy

Ira Harbison School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents and families of the Ira Harbison community have been an integral part of developing this policy.. Parent and staff meetings were conducted in which feedback was solicited. All feedback was considered and implemented whenever possible.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Our site has developed this written Title I Parent and Family Engagement Policy with input from Title I parents during School Site Council (SSC) meetings and the annual Title I Parent Meeting.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Input for the development of the policy was gathered through parent/guardian surveys, the Learning Continuity and Attendance (LCP) Community Forums, school site parent meetings, and District English Learner Advisory Committee meetings (DELAC). The plan was reviewed and refined with input from the District and Parent Advisory Committee (DPAC), DELAC, and Title 1 School Site Councils.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family

members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

NSD schedules community forums and conducts parent surveys to gather input/feedback about what is working and areas that may need improvement to inform the Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, including school and District goals and actions. Additionally, stakeholder input/feedback is gathered at school site meetings as well as District and school advisory committee meetings. The information gathered is used to provide feedback and input for the District's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]): A Title 1 meeting is held annually and all families are invited to attend. Translation is provided for those who request it. Depending on the current district policy the meeting might be held in person or virtually.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

An annual survey is sent out electronically to all families asking for input on upcoming parent meetings. Based on feedback, parent meetings are scheduled throughout the year. In addition to surveying families about topics we also survey them about preferred meeting times and make every effort to accommodate our families. In previous years when visitors were allowed on campus we did provide childcare. Currently all meetings are held virtually which has been convenient for families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The School Site Council conducts an annual evaluation of the content and effectiveness of this parental involvement policy, these meetings are open to the public and all family members are welcome to attend. During the evaluation the Council seeks to identify barriers to parent and family participation. The site will use the findings of the evaluation to design strategies to dismantle barriers for families to get involved. The policy will be reviewed and revised, if necessary.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]: Parents are informed about the Title 1 programs through regularly scheduled site and district level meetings mentioned in a previous section. In addition, digital school newsletters are shared

periodically with families to keep them informed of practices, meetings and any other relevant information. Classroom teachers share results of our students' performance on state assessments as well as district and school assessments twice per year during our parent/teacher conferences. Parents have access to information regarding NSD adopted curriculum on the NSD website ([www.usd.us](http://www.usd.us)).

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):  
If any parent/guardian were to find the document unsatisfactory they are encouraged to voice their concerns either verbally or in writing to a school or district level official. The school will submit any parent comments on the plan when the school makes the plan available to the LEA.

Ira Harbison's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on (November 19, 2021). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before (November 19, 2021).

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All Students

#### Strategy/Activity

The following policy was jointly developed by various site based parent groups.

#### Title I, Part A School-Parent Compact

Ira Harbison School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

As a PRINCIPAL of Ira Harbison School I will be responsible for:

Creating a welcoming environment for students and parents.  
Communicating the district's and school's mission and goals to students and parents.  
Ensuring a safe and orderly learning environment.  
Reinforcing the partnership between parent, student and staff.  
Acting as the instructional leader by supporting teachers in their classrooms.  
Providing educational growth opportunities for teachers and parents.  
Encouraging parent involvement in school activities

Teachers at Ira Harbison School will be responsible for:

Teaching grade level standards using effective teaching strategies.  
Addressing the individual needs of all students in class.  
Communicating to students and parents the expectations for homework, class work and acceptable behavior, as well as regularly informing parents of student progress and behavior.  
Providing a safe and positive learning environment for the students.  
Challenging students and encouraging them to do their best.  
Pursuing professional growth activities.

As a Ira Harbison School PARENT/GUARDIAN I will be responsible for:

Sending my child to school regularly, on time and well-rested with the necessary materials.  
Reading to and/or listening to my child read daily.  
Providing a time and place for quiet reading and for completing homework.  
Attending parent/teacher conferences, school events and parent classes.  
Supporting classroom and school rules.  
Communicating concerns and questions to school staff.  
Limiting my child's TV and video game use.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):  
parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;  
frequent reports to parents on their children's progress;  
reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and  
ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.  
During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the standard. During Parent Conferences teachers and parents review the responsibilities of the teacher, the parent, and the school as we continue to work in partnership in order to meet the needs of our students and contribute to our students' success.  
Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via the annual Title I meeting, ELAC meetings, SSC meetings, district parent trainings and meetings, including DELAC and the District Advisory Committee.  
Ira Harbison School prides itself in its ability to create opportunities for parent involvement and engagement to build capacity within the community. The school is committed to providing high-quality curriculum and instruction and parents and family members are committed to supporting their children's learning. The school creates various opportunities to communicate with parents regarding student achievement, school improvement, and school wide activities.

Report cards are provided to parents three (3) times per year in order to communicate progress and work in partnership with families to identify academic and social emotional learning gaps. Parent Conferences, Back-to-School Nights, and Parent Workshops, School Site Council meetings and DELAC/ELAC meetings are a few activities in which parents and families are engaged. Parents and families are highly engaged in participating in parent presentations such as Town Hall meetings, District Parent Advisory Council, and Curriculum Workshops. Parents are encouraged to volunteer in our school community. Ira Harbison School has an active Parent-Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council (SSC). Parents actively participate in volunteering during our Fall Festival, Movie Nights, and Read Across America events. Parents actively participate in their child's Individualized Education Program meetings as well as our Student Study Team meetings. Parents who ask to tour the school or observe in a classroom are encouraged to and are accompanied by the Principal. Ira Harbison School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency).

Principal and site meetings provide translation

District Translator is available for translation of parent workshops

The school contracts with translation services in multiple languages from an outside source for parent conferences

Teachers use a variety of technological modes of communication to inform parents of pertinent information

The school uses a variety of technological modes of communication to share information with parents such as upcoming events, emergency situations, and safety information in both English and Spanish.

This Compact was established by Ira Harbison School on November 19, 2021 and will be in effect for the period of the 2021 - 2022 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: November 19, 2021.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

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

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

All students

#### **Strategy/Activity**

Involvement of Parents, Staff and Community:

- Provide parent education and training in how to support students with their educational goals.
- Students are recognized for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.
- Parents receive communication via Principal meetings "Coffee with the Principal"

### 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)
2000	Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for parent education and training
2000	LCAP 4000-4999: Books And Supplies Materials and supplies for student recognition assemblies
1856	Title I None Specified 1% of Title 1 for parent involvement

## 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.

Parent involvement was slow to gain traction for the 2020-2021 school year with the same few parents participating in meetings/events.

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

For the 2021-2022 school year the Principal and school Counselor are working together to design virtual workshops that address family requests for parent education.

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.

For the 2021-2022 school year we are limited in the type/amount of school events that we can host due campus restrictions. We are being creative in ways that we involve families with the larger school community.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safety and social emotional wellness

## LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

## Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness:

- A. Suspension rate will decrease by .5%.
- B. Chronic absenteeism will decrease by 1%.
- C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
- D. Improve PBIS Level of recognition.

## Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-2019 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism	9.2 % chronically absent (2019)	8.2 % chronically absent
Suspension rate	2.9% suspended at least once. (2019)	2.4% suspended at least once.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS tiered fidelity inventory level of recognition	Silver recognition level	Gold recognition level
California Healthy Kids Survey	83% of students feel safe at school most of the time or all of the time.	85% of students feel safe at school most of the time or all of the time.

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

Improve school culture and environment

#### 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)
13000	LCAP 4000-4999: Books And Supplies Playground materials and resources to support an inviting and welcoming school community
8000	LCAP 4000-4999: Books And Supplies Classroom materials and resources to support an inviting and welcoming classroom community

### 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

Hire a full time school counselor

#### Proposed Expenditures for this Strategy/Activity

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

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



	District Funded 1000-1999: Certificated Personnel Salaries School counselor
3000	LCAP 4000-4999: Books And Supplies Supplies for counseling services

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Attendance incentives to decrease chronic absenteeism

#### 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)

1000

LCAP  
4000-4999: Books And Supplies  
Materials and resources to decrease chronic absenteeism

## 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 majority of the goal was implemented as intended and contributed to a positive school culture.

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 attendance section of the goal was not implemented as intended due to the school closure.

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.

Our goal will remain very similar and we will focus on engagement and social emotional well being.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Innovative learning opportunities

## LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

## Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

## Identified Need

Research has shown that students from low socio economic disadvantaged families have less access to extra and innovative learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one community field trip.
Increase the number of students participating in extracurricular activities	Zero after school extracurricular activities (20-21)	Increase the number of students participating in extracurricular activities by 10%
Increase the number of field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one expanded community field trip.

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

Professional Development: teachers will participate in professional development opportunities in the areas of innovative learning opportunities.

### 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)
2419	Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher and/or principal conferences and learning experiences
2581	LCAP 5800: Professional/Consulting Services And Operating Expenditures Teacher and/or principal conferences and learning experiences

### 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

Students will participate in educational field trips and virtual experiences throughout the year that align to Common Core State Standards.

### 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)
15000	LCAP 5000-5999: Services And Other Operating Expenditures Transportation, substitute costs, field trip costs

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Students will participate in extracurricular activities that explore the arts, sports, technology, and academics.

### 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)
35000	LCAP 4000-4999: Books And Supplies Materials and supplies for extracurricular activities
3000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra time to oversee extracurricular activities

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by 2018-2019.

## Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and Illuminate systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> <li>Successmaker will be used to support ELA and math instructional programs</li> <li>Tech support for computers</li> <li>Accelerated Reader to support promote increased reading comprehension</li> <li>ELPAC Assessment Support</li> </ul>	7/18-6/19		Successmaker Licenses		District Funded	
	7/18-6/19		Salaries of technicians		LCFF	7,259
	7/18-6/19		Accelerated Reader Licenses		LCFF	2,150
	7/18-6/19		Assessment Team personnel		LCFF	3,955

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount



# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# Centralized Services for Planned Improvements in Student Performance

## Subject

Centralized Services for Planned Improvements in Student Performance in

## Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

# 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	\$375,052.00

## 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	\$72,775.00

Subtotal of additional federal funds included for this school: **\$72,775.00**

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 (\$)
District Funded	\$161,500.00
LCAP	\$140,777.00

Subtotal of state or local funds included for this school: **\$302,277.00**

Total of federal, state, and/or local funds for this school: **\$375,052.00**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	140777	0.00
Title I	72775	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	161,500.00
LCAP	140,777.00
Title I	72,775.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	232,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	88,196.00
5000-5999: Services And Other Operating Expenditures	44,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00
None Specified	1,856.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	161,500.00
1000-1999: Certificated Personnel Salaries	LCAP	6,000.00
2000-2999: Classified Personnel Salaries	LCAP	1,000.00

4000-4999: Books And Supplies	LCAP	86,196.00
5000-5999: Services And Other Operating Expenditures	LCAP	42,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	5,581.00
1000-1999: Certificated Personnel Salaries	Title I	64,500.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,419.00
None Specified	Title I	1,856.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,500.00
Goal 2	87,000.00
Goal 3	14,552.00
Goal 4	25,000.00
Goal 5	58,000.00

# 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
- 2 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Veronica Angulo	Parent or Community Member
Lorraine Atoui	Other School Staff
Annabelle Camba-Jones	Classroom Teacher
Corey Couron	Classroom Teacher
Veronica Garcia	Other School Staff
Victoria Sanchez	Parent or Community Member
Celia Sandoval	Parent or Community Member
Meghann Young	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 30, 2021.

Attested:



Principal, Meghann Young on 11/30/2021



SSC Chairperson, Corey Couron on 12/10/2021