School Year: **2023-24**



# 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 School | 37-68221-6038764 | May 30, 2023 | June 28, 2023 |

## 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.

# Table of Contents

# 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 Transitional 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, District Resource Teacher (DRT) 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 Multi Tiered Systems of Support (MTSS), 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 Transitional Kindergarten through Sixth grades. Grade level RtI meetings are held throughout the year to discuss specific students, research-based strategies, RtI 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 parenting classes (Virtually and in-person) on various topics throughout the 2022-2023 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 2022-2023.

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.

# Educational Partner 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
Regular English Language Advisory Committee Meetings
Coffee With the Principal Meetings

The process used to gather information was through input from SSC, ELAC, community/parent survey and staff on the following dates:
August 17, 2023
October 27, 2023
December 14, 2023
January 25, 2024
February 22, 2024
March 15, 2024
April 26, 2024
May 24, 2024

# Resource Inequities

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

Due to learning loss that occurred during COVID 19 and continues to impact students, it was determined that students require additional Tier 1 academic and social emotional supports inside of the classroom. We allocated a significant amount of funding for training/professional development as well as for materials and resources to support the interventions.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | 0.25% | 0% | | 1 | 0 |
| African American | 1.6% | 2.54% | 1.75% | 7 | 10 | 7 |
| Asian | 3.7% | 2.54% | 1.25% | 16 | 10 | 5 |
| Filipino | 25.9% | 24.62% | 24.94% | 112 | 97 | 100 |
| Hispanic/Latino | 60.7% | 62.69% | 64.84% | 262 | 247 | 260 |
| Pacific Islander | 1.2% | 0.76% | 0.5% | 5 | 3 | 2 |
| White | 3.5% | 2.03% | 2.74% | 15 | 8 | 11 |
| Multiple/No Response | 3.0% | 3.55% | 2.49% | 13 | 14 | 10 |
| | | | Total Enrollment | 432 | 394 | 401 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 60 | 61 | 90 |
| Grade 1 | 56 | 41 | 49 |
| Grade 2 | 68 | 54 | 52 |
| Grade3 | 48 | 58 | 58 |
| Grade 4 | 63 | 50 | 56 |
| Grade 5 | 64 | 69 | 36 |
| Grade 6 | 73 | 61 | 60 |
| Total Enrollment | 432 | 394 | 401 |

**Conclusions based on this data:**

1. In 2021 - 2022 Ira Harbison's enrollment decreased from 432 to 394.

2. Enrollment decreased at all grade levels except 5th grade in the 21-22 School Year.

3. During the 21-22 school year the Hispanic and Filipino groups had a decrease in enrollment.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 151 | 163 | 156 | 35.0% | 41.4% | 38.9% |
| **Fluent English Proficient (FEP)** | 56 | 46 | 41 | 13.0% | 11.7% | 10.2% |
| **Reclassified Fluent English Proficient (RFEP)** | 20 | | | 13.2% | 3.1% | |

**Conclusions based on this data:**

1. In 2021-2022 Ira Harbison's English Learner population increased from 151 to 163 students and increase of 41.4% due to an increase in total enrollment.

2. in 2021-2022 There was an increase in the number and percentage of FEP students from 13% - 11.7%

3. In the 2021 School Year, the reclassification data went from 4.6% - 3.1%, a decline of 1.5%.

# 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)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 46 | 57 | | 0 | 56 | | 0 | 56 | | 0.0 | 98.2 | |
| Grade 4 | 61 | 46 | | 0 | 43 | | 0 | 43 | | 0.0 | 93.5 | |
| Grade 5 | 63 | 62 | | 0 | 62 | | 0 | 62 | | 0.0 | 100.0 | |
| Grade 6 | 73 | 57 | | 0 | 55 | | 0 | 55 | | 0.0 | 96.5 | |
| All Grades | 243 | 222 | | 0 | 216 | | 0 | 216 | | 0.0 | 97.3 | |

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2360. | | | 5.36 | | | 14.29 | | | 25.00 | | | 55.36 | |
| Grade 4 | | 2452. | | | 23.26 | | | 20.93 | | | 30.23 | | | 25.58 | |
| Grade 5 | | 2480. | | | 17.74 | | | 17.74 | | | 27.42 | | | 37.10 | |
| Grade 6 | | 2498. | | | 7.27 | | | 27.27 | | | 27.27 | | | 38.18 | |
| All Grades | N/A | N/A | N/A | | 12.96 | | | 19.91 | | | 27.31 | | | 39.81 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.71 | | | 55.36 | | | 33.93 | |
| Grade 4 | | 9.30 | | | 76.74 | | | 13.95 | |
| Grade 5 | | 9.68 | | | 67.74 | | | 22.58 | |
| Grade 6 | | 10.91 | | | 63.64 | | | 25.45 | |
| All Grades | | 10.19 | | | 65.28 | | | 24.54 | |

| Writing<br>Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 0.00 | | | 33.93 | | | 66.07 | |
| Grade 4 | | 20.93 | | | 53.49 | | | 25.58 | |
| Grade 5 | | 11.29 | | | 59.68 | | | 29.03 | |
| Grade 6 | | 9.09 | | | 47.27 | | | 43.64 | |
| All Grades | | 9.72 | | | 48.61 | | | 41.67 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 1.79 | | | 73.21 | | | 25.00 | |
| Grade 4 | | 9.30 | | | 76.74 | | | 13.95 | |
| Grade 5 | | 9.68 | | | 79.03 | | | 11.29 | |
| Grade 6 | | 10.91 | | | 76.36 | | | 12.73 | |
| All Grades | | 7.87 | | | 76.39 | | | 15.74 | |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 3.57 | | | 62.50 | | | 33.93 | |
| Grade 4 | | 16.28 | | | 67.44 | | | 16.28 | |
| Grade 5 | | 16.13 | | | 59.68 | | | 24.19 | |
| Grade 6 | | 14.55 | | | 70.91 | | | 14.55 | |
| All Grades | | 12.50 | | | 64.81 | | | 22.69 | |

**Conclusions based on this data:**

**1.** There was an increase in the percentage of students not meeting overall achievement in Grades 3,5 and 6. Grade 4 had a 7.75% decline in students not making overall achievement in the 21-22 School year.

**2.** In the area of Reading Demonstrating understanding of literary and non-fictional texts, the percentage of students below standard in 4th grade decreased from 34.72% to 13.95% a decrease of 20.77%

**3.** In the area of Listening Demonstrating effective communication skills, all tested grade levels decrease in the percentage of students below standard.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Overall Participation for All Students** | | | | | | | | | | | | |
| Grade 3 | 46 | 57 | | 0 | 56 | | 0 | 56 | | 0.0 | 98.2 | |
| Grade 4 | 61 | 46 | | 0 | 43 | | 0 | 43 | | 0.0 | 93.5 | |
| Grade 5 | 63 | 62 | | 0 | 62 | | 0 | 62 | | 0.0 | 100.0 | |
| Grade 6 | 73 | 57 | | 0 | 56 | | 0 | 56 | | 0.0 | 98.2 | |
| All Grades | 243 | 222 | | 0 | 217 | | 0 | 217 | | 0.0 | 97.7 | |

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Overall Achievement for All Students** | | | | | | | | | | | | | | | |
| Grade 3 | | 2354. | | | 0.00 | | | 16.07 | | | 23.21 | | | 60.71 | |
| Grade 4 | | 2423. | | | 4.65 | | | 18.60 | | | 32.56 | | | 44.19 | |
| Grade 5 | | 2449. | | | 8.06 | | | 6.45 | | | 32.26 | | | 53.23 | |
| Grade 6 | | 2459. | | | 8.93 | | | 5.36 | | | 33.93 | | | 51.79 | |
| All Grades | N/A | N/A | N/A | | 5.53 | | | 11.06 | | | 30.41 | | | 53.00 | |

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Concepts & Procedures** — Applying mathematical concepts and procedures | | | | | | | | | |
| Grade 3 | | 0.00 | | | 39.29 | | | 60.71 | |
| Grade 4 | | 4.65 | | | 46.51 | | | 48.84 | |
| Grade 5 | | 4.84 | | | 45.16 | | | 50.00 | |
| Grade 6 | | 5.36 | | | 35.71 | | | 58.93 | |
| All Grades | | 3.69 | | | 41.47 | | | 54.84 | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 3** | | 0.00 | | | 42.86 | | | 57.14 | |
| **Grade 4** | | 6.98 | | | 46.51 | | | 46.51 | |
| **Grade 5** | | 4.84 | | | 54.84 | | | 40.32 | |
| **Grade 6** | | 8.93 | | | 41.07 | | | 50.00 | |
| **All Grades** | | 5.07 | | | 46.54 | | | 48.39 | |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 3** | | 8.93 | | | 48.21 | | | 42.86 | |
| **Grade 4** | | 4.65 | | | 53.49 | | | 41.86 | |
| **Grade 5** | | 6.45 | | | 58.06 | | | 35.48 | |
| **Grade 6** | | 3.57 | | | 62.50 | | | 33.93 | |
| **All Grades** | | 5.99 | | | 55.76 | | | 38.25 | |

**Conclusions based on this data:**

1. As demonstrated by the results, 0% of students scored in the "Standard Exceeded" area.

2. According to the overall data, there is a decline in the "Concepts and Procedures" domain with 3.69% of students above standard vs 11.51% in the 18/19 school year.

3. In the domain of "Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems, there was an increase of students in the area of "at or near standard."

# School and Student Performance Data

## ELPAC Results

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 1430.9 | | | 1445.5 | | | 1396.8 | | 0 | 30 | |
| 1 | | 1478.3 | | | 1509.9 | | | 1446.3 | | 0 | 18 | |
| 2 | | 1495.3 | | | 1498.8 | | | 1491.2 | | 0 | 27 | |
| 3 | 1524.8 | 1486.9 | | 1536.7 | 1486.9 | | 1512.3 | 1486.6 | | 12 | 35 | |
| 4 | 1523.9 | * | | 1523.5 | * | | 1523.8 | * | | 24 | 8 | |
| 5 | 1508.8 | 1538.8 | | 1516.4 | 1542.1 | | 1500.3 | 1535.1 | | 18 | 23 | |
| 6 | 1518.3 | 1506.8 | | 1520.6 | 1504.2 | | 1515.7 | 1509.3 | | 19 | 12 | |
| All Grades | | | | | | | | | | 73 | 153 | |

*ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students*

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 13.79 | | | 44.83 | | | 24.14 | | | 17.24 | | | 29 | |
| 1 | | 22.22 | | | 50.00 | | | 27.78 | | | 0.00 | | | 18 | |
| 2 | | 23.08 | | | 50.00 | | | 23.08 | | | 3.85 | | | 26 | |
| 3 | 41.67 | 8.82 | | 25.00 | 47.06 | | 33.33 | 23.53 | | 0.00 | 20.59 | | 12 | 34 | |
| 4 | 20.83 | * | | 58.33 | * | | 16.67 | * | | 4.17 | * | | 24 | * | |
| 5 | 16.67 | 26.09 | | 16.67 | 52.17 | | 44.44 | 17.39 | | 22.22 | 4.35 | | 18 | 23 | |
| 6 | 10.53 | 0.00 | | 36.84 | 33.33 | | 52.63 | 41.67 | | 0.00 | 25.00 | | 19 | 12 | |
| All Grades | 20.55 | 16.00 | | 36.99 | 48.00 | | 35.62 | 24.00 | | 6.85 | 12.00 | | 73 | 150 | |

*Overall Language — Percentage of Students at Each Performance Level for All Students*

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 27.59 | | | 41.38 | | | 20.69 | | | 10.34 | | | 29 | |
| 1 | | 44.44 | | | 38.89 | | | 16.67 | | | 0.00 | | | 18 | |
| 2 | | 50.00 | | | 23.08 | | | 23.08 | | | 3.85 | | | 26 | |
| 3 | 41.67 | 20.59 | | 41.67 | 47.06 | | 16.67 | 14.71 | | 0.00 | 17.65 | | 12 | 34 | |
| 4 | 50.00 | * | | 33.33 | * | | 16.67 | * | | 0.00 | * | | 24 | * | |
| 5 | 27.78 | 60.87 | | 38.89 | 34.78 | | 27.78 | 4.35 | | 5.56 | 0.00 | | 18 | 23 | |
| 6 | 26.32 | 25.00 | | 42.11 | 41.67 | | 31.58 | 25.00 | | 0.00 | 8.33 | | 19 | 12 | |
| All Grades | 36.99 | 38.00 | | 38.36 | 38.00 | | 23.29 | 16.67 | | 1.37 | 7.33 | | 73 | 150 | |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 6.90 | | | 24.14 | | | 41.38 | | | 27.59 | | | 29 | |
| 1 | | 5.56 | | | 33.33 | | | 38.89 | | | 22.22 | | | 18 | |
| 2 | | 0.00 | | | 57.69 | | | 26.92 | | | 15.38 | | | 26 | |
| 3 | 16.67 | 5.88 | | 33.33 | 20.59 | | 41.67 | 47.06 | | 8.33 | 26.47 | | 12 | 34 | |
| 4 | 12.50 | * | | 29.17 | * | | 45.83 | * | | 12.50 | * | | 24 | * | |
| 5 | 5.56 | 8.70 | | 5.56 | 17.39 | | 44.44 | 69.57 | | 44.44 | 4.35 | | 18 | 23 | |
| 6 | 5.26 | 0.00 | | 10.53 | 8.33 | | 52.63 | 50.00 | | 31.58 | 41.67 | | 19 | 12 | |
| All Grades | 9.59 | 4.67 | | 19.18 | 28.00 | | 46.58 | 45.33 | | 24.66 | 22.00 | | 73 | 150 | |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | | 34.48 | | | 51.72 | | | 13.79 | | | 29 | |
| 1 | | 44.44 | | | 55.56 | | | 0.00 | | | 18 | |
| 2 | | 42.31 | | | 53.85 | | | 3.85 | | | 26 | |
| 3 | 50.00 | 32.35 | | 50.00 | 55.88 | | 0.00 | 11.76 | | 12 | 34 | |
| 4 | 58.33 | * | | 37.50 | * | | 4.17 | * | | 24 | * | |
| 5 | 22.22 | 34.78 | | 66.67 | 65.22 | | 11.11 | 0.00 | | 18 | 23 | |
| 6 | 21.05 | 25.00 | | 68.42 | 66.67 | | 10.53 | 8.33 | | 19 | 12 | |
| All Grades | 38.36 | 37.33 | | 54.79 | 55.33 | | 6.85 | 7.33 | | 73 | 150 | |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade<br>Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number<br>of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | | 27.59 | | | 51.72 | | | 20.69 | | | 29 | |
| 1 | | 55.56 | | | 44.44 | | | 0.00 | | | 18 | |
| 2 | | 50.00 | | | 46.15 | | | 3.85 | | | 26 | |
| 3 | 58.33 | 32.35 | | 41.67 | 47.06 | | 0.00 | 20.59 | | 12 | 34 | |
| 4 | 65.22 | * | | 34.78 | * | | 0.00 | * | | 23 | * | |
| 5 | 58.33 | 68.18 | | 33.33 | 27.27 | | 8.33 | 4.55 | | 12 | 22 | |
| 6 | 55.56 | 33.33 | | 38.89 | 50.00 | | 5.56 | 16.67 | | 18 | 12 | |
| All Grades | 60.00 | 42.57 | | 36.92 | 45.95 | | 3.08 | 11.49 | | 65 | 148 | |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade<br>Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number<br>of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | | 13.79 | | | 72.41 | | | 13.79 | | | 29 | |
| 1 | | 33.33 | | | 27.78 | | | 38.89 | | | 18 | |
| 2 | | 15.38 | | | 76.92 | | | 7.69 | | | 26 | |
| 3 | 16.67 | 5.88 | | 66.67 | 55.88 | | 16.67 | 38.24 | | 12 | 34 | |
| 4 | 12.50 | * | | 62.50 | * | | 25.00 | * | | 24 | * | |
| 5 | 5.56 | 4.35 | | 44.44 | 86.96 | | 50.00 | 8.70 | | 18 | 23 | |
| 6 | 5.26 | 0.00 | | 21.05 | 33.33 | | 73.68 | 66.67 | | 19 | 12 | |
| All Grades | 9.59 | 11.33 | | 47.95 | 62.67 | | 42.47 | 26.00 | | 73 | 150 | |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade<br>Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number<br>of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | | 14.29 | | | 57.14 | | | 28.57 | | | 28 | |
| 1 | | 0.00 | | | 77.78 | | | 22.22 | | | 18 | |
| 2 | | 19.23 | | | 69.23 | | | 11.54 | | | 26 | |
| 3 | 8.33 | 5.88 | | 75.00 | 79.41 | | 16.67 | 14.71 | | 12 | 34 | |
| 4 | 8.33 | * | | 87.50 | * | | 4.17 | * | | 24 | * | |
| 5 | 5.56 | 21.74 | | 66.67 | 73.91 | | 27.78 | 4.35 | | 18 | 23 | |
| 6 | 5.26 | 8.33 | | 89.47 | 83.33 | | 5.26 | 8.33 | | 19 | 12 | |
| All Grades | 6.85 | 12.08 | | 80.82 | 71.14 | | 12.33 | 16.78 | | 73 | 149 | |

**Conclusions based on this data:**

1. According to the 21-22 ELPAC data, the highest overall language percentage, 48%, was achieved by students in grades K-5, at "Level 3" in "Overall Language."

2. According to the 2021-2022 ELPAC data, 0% of students in grade 6 achieved at a level 4 in the reading domain

3. As reflected in the 2021-22 ELPAC data, the highest percentage of students, 71.14%, were int eh "Somewhat Developed" range in the writing domain.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **394** | **69.0** | **41.4** | **0.5** |
| Total Number of Students enrolled in Ira Harbison Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 163 | 41.4 |
| **Foster Youth** | 2 | 0.5 |
| **Homeless** | 36 | 9.1 |
| **Socioeconomically Disadvantaged** | 272 | 69.0 |
| **Students with Disabilities** | 38 | 9.6 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 10 | 2.5 |
| **American Indian** | 1 | 0.3 |
| **Asian** | 10 | 2.5 |
| **Filipino** | 97 | 24.6 |
| **Hispanic** | 247 | 62.7 |
| **Two or More Races** | 14 | 3.6 |
| **Pacific Islander** | 3 | 0.8 |
| **White** | 8 | 2.0 |

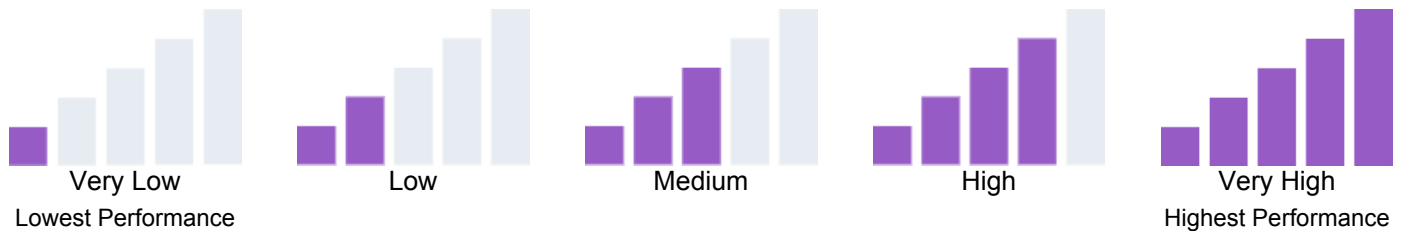**Conclusions based on this data:**

1. According to the 2021-2022 data, socioeconomically disadvantaged students make up 69% of the school's population.

2. According to the 2021-2022 data, 41% of the total students enrolled are English Learners - a slight decline from the previous school year. .

3. According to the 2021-2022 data, Students with disabilities make-up 9.6% of the total student enrollment.
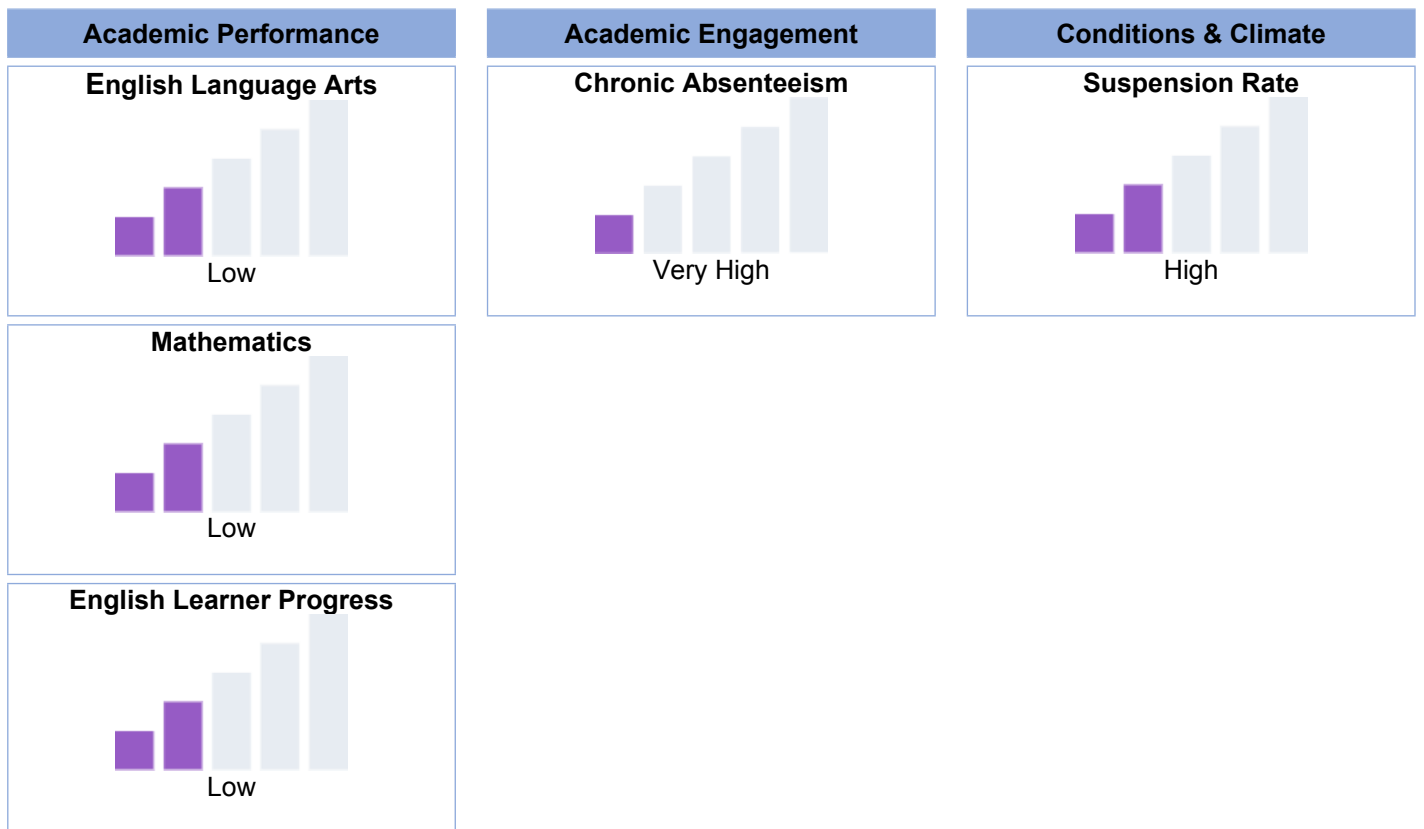
# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** | **Chronic Absenteeism** | **Suspension Rate** |
| Low | Very High | High |
| **Mathematics** | | |
| Low | | |
| **English Learner Progress** | | |
| Low | | |

**Conclusions based on this data:**

**1.** According to 21-22 California Schools Dashboard Data, ELA is low.

**2.** According to 21-22 California Schools Dashboard Data, Mathematics is low.

**3.** According to the 21-22 California Schools Dashboard data,Chronic Absenteeism is very high.
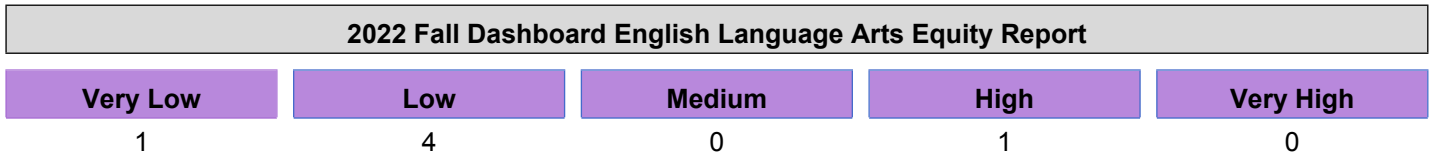
# School and Student Performance Data

## Academic Performance
## English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
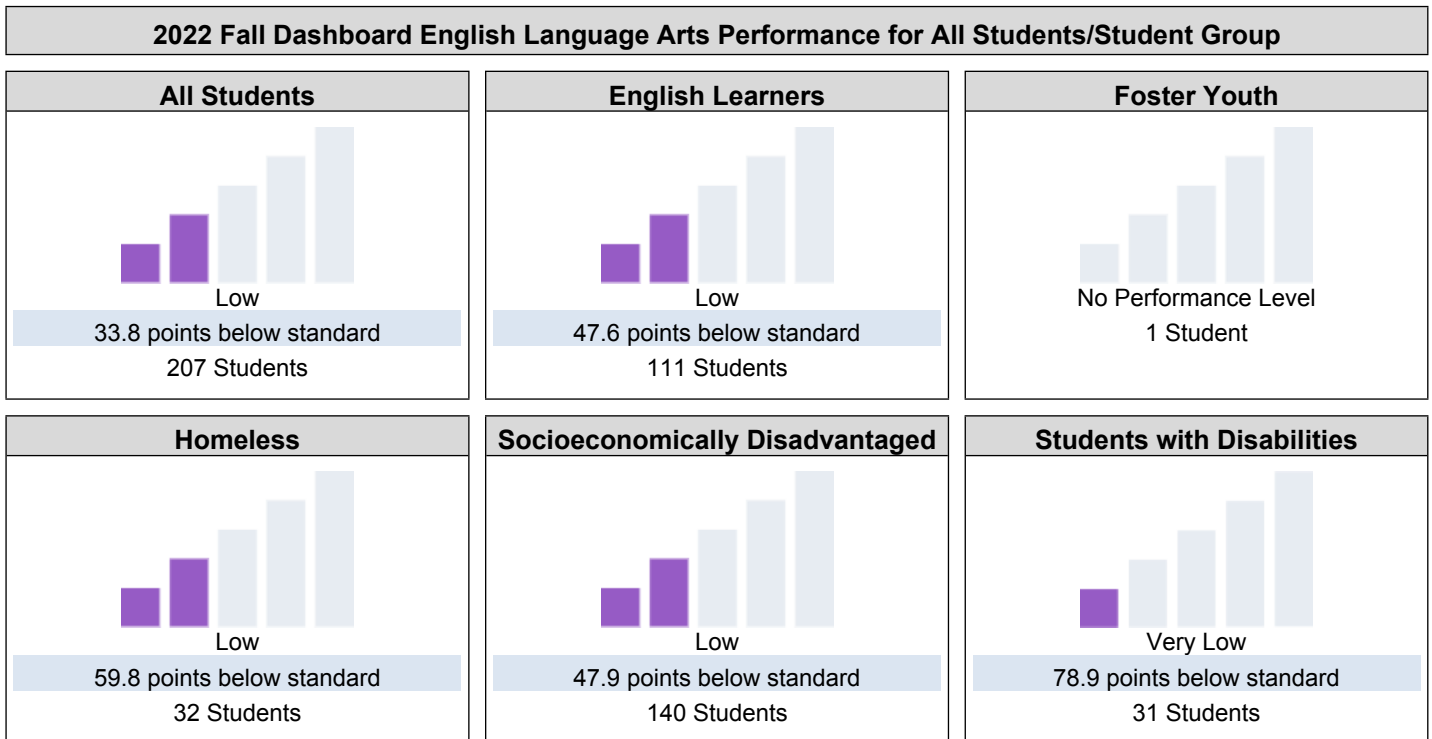
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 1 | 4 | 0 | 1 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Low | Low | No Performance Level |
| 33.8 points below standard | 47.6 points below standard | 1 Student |
| 207 Students | 111 Students | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| Low | Low | Very Low |
| 59.8 points below standard | 47.9 points below standard | 78.9 points below standard |
| 32 Students | 140 Students | 31 Students |

## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level<br>3 Students | | No Performance Level<br>3 Students | High<br>18.8 points above standard<br>59 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Low<br>61.3 points below standard<br>128 Students | No Performance Level<br>6 Students | No Performance Level<br>1 Student | No Performance Level<br>6 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 87.1 points below standard | 19.9 points above standard | 18.1 points below standard |
| 70 Students | 41 Students | 93 Students |

**Conclusions based on this data:**

**1.** According to the 2021-2022 data, Hispanic Student at Ira Harbison were 61.3. points below standard.

**2.** According to the 2021-2022 data, Socioeconomically disadvantaged students at Ira Harbison were 47.9 points below standard.

**3.** According to the 2021-2022 data, English Learners at Ira Harbison were 87.1% points below standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 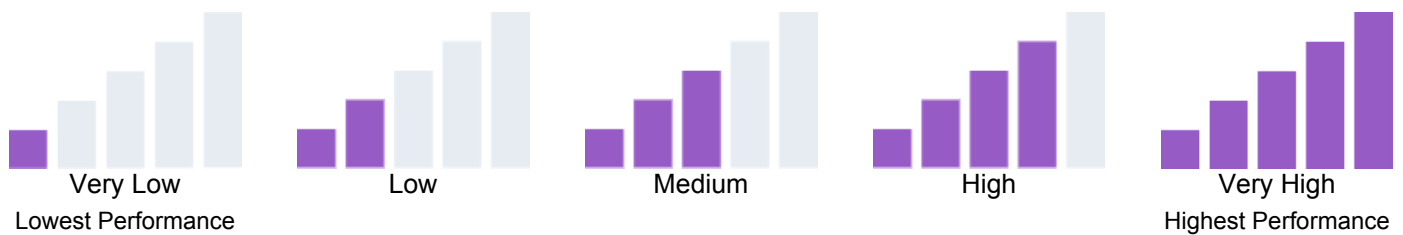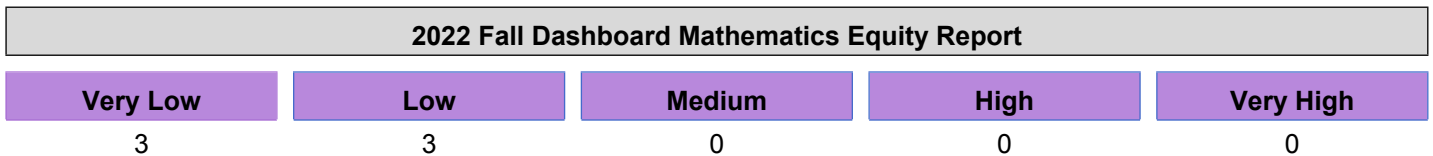note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](Dashboard Communications Toolkit).
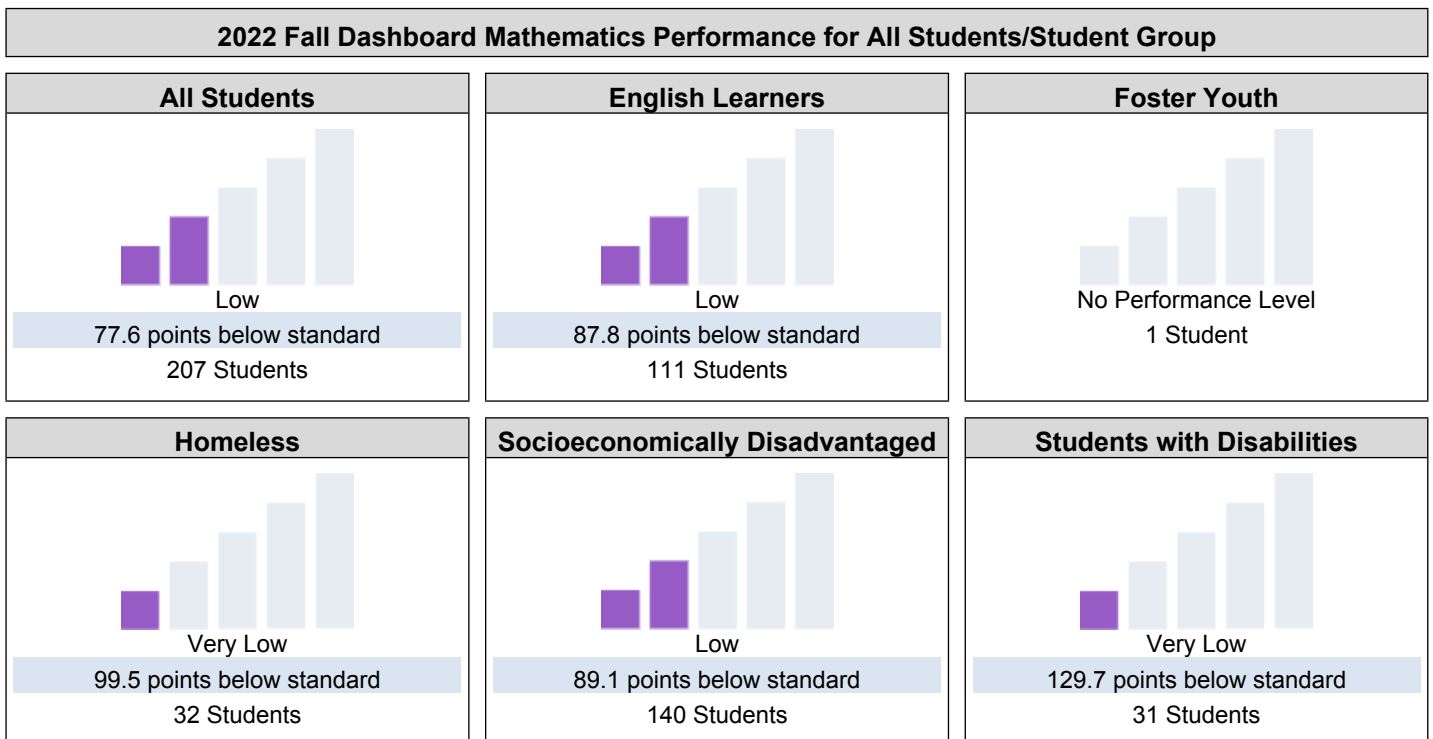
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathematics Equity Report |||||
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 3 | 3 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Low | Low | No Performance Level |
| 77.6 points below standard | 87.8 points below standard | 1 Student |
| 207 Students | 111 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Very Low | Low | Very Low |
| 99.5 points below standard | 89.1 points below standard | 129.7 points below standard |
| 32 Students | 140 Students | 31 Students |

## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

### African American
No Performance Level
3 Students

### American Indian

### Asian
No Performance Level
3 Students

### Filipino
Low
40.6 points below standard
59 Students

### Hispanic
Very Low
97.3 points below standard
128 Students

### Two or More Races
No Performance Level
6 Students

### Pacific Islander
No Performance Level
1 Student

### White
No Performance Level
6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

### Current English Learner
117.9 points below standard
70 Students

### Reclassified English Learners
36.3 points below standard
41 Students

### English Only
66.4 points below standard
93 Students

**Conclusions based on this data:**

1. 2021-2022 Dashboard data indicates that all students performed 77.6 points below standard.

2. As demonstrated by the 2021-2022 data, filipino students at Ira Harbison were 40.6 points below standard in mathematics.

3. As demonstrated by the 2021-2022 data, current English Learners at Ira Harbison were 87.8 points below standard in mathematics.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

| 2022 Fall Dashboard English Learner Progress Indicator |
|---|

**English Learner Progress**

Low

56.8 making progress towards English language proficiency

Number of EL Students: 44 Students

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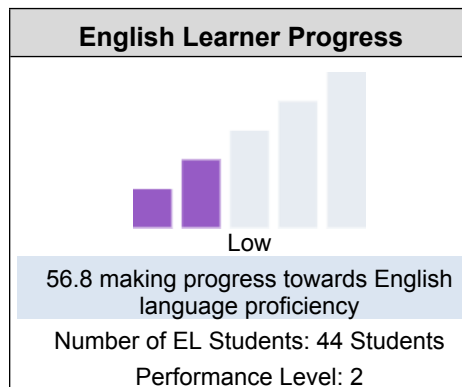
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2022 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 |
| 13.6% | 29.5% | 4.5% | 52.3% |

**Conclusions based on this data:**

1. According to the 2021-2022 data, 56.8% of English Learner students made progress towards English language proficiency

2. According to the 2021-2022 data, 6 of English Learner students decreased one ELPI level.

3. According to the 2021-2022 data, 13 English Learners Maintained ELPI Level 1, 2L, 2H, 3L, or 3H

# School and Student Performance Data

## Academic Performance
## College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
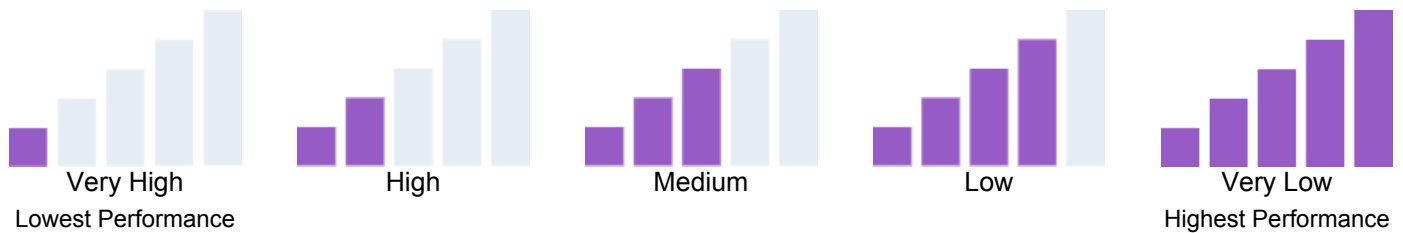
**Conclusions based on this data:**
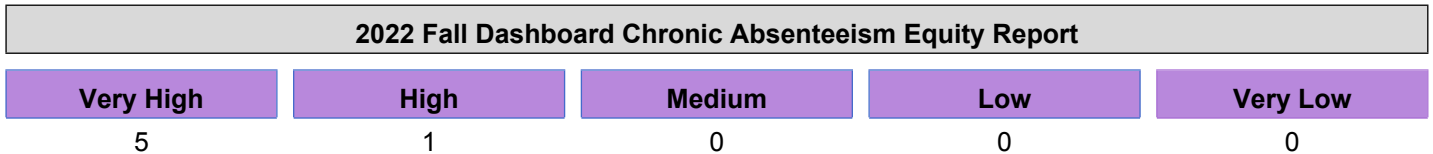
1.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
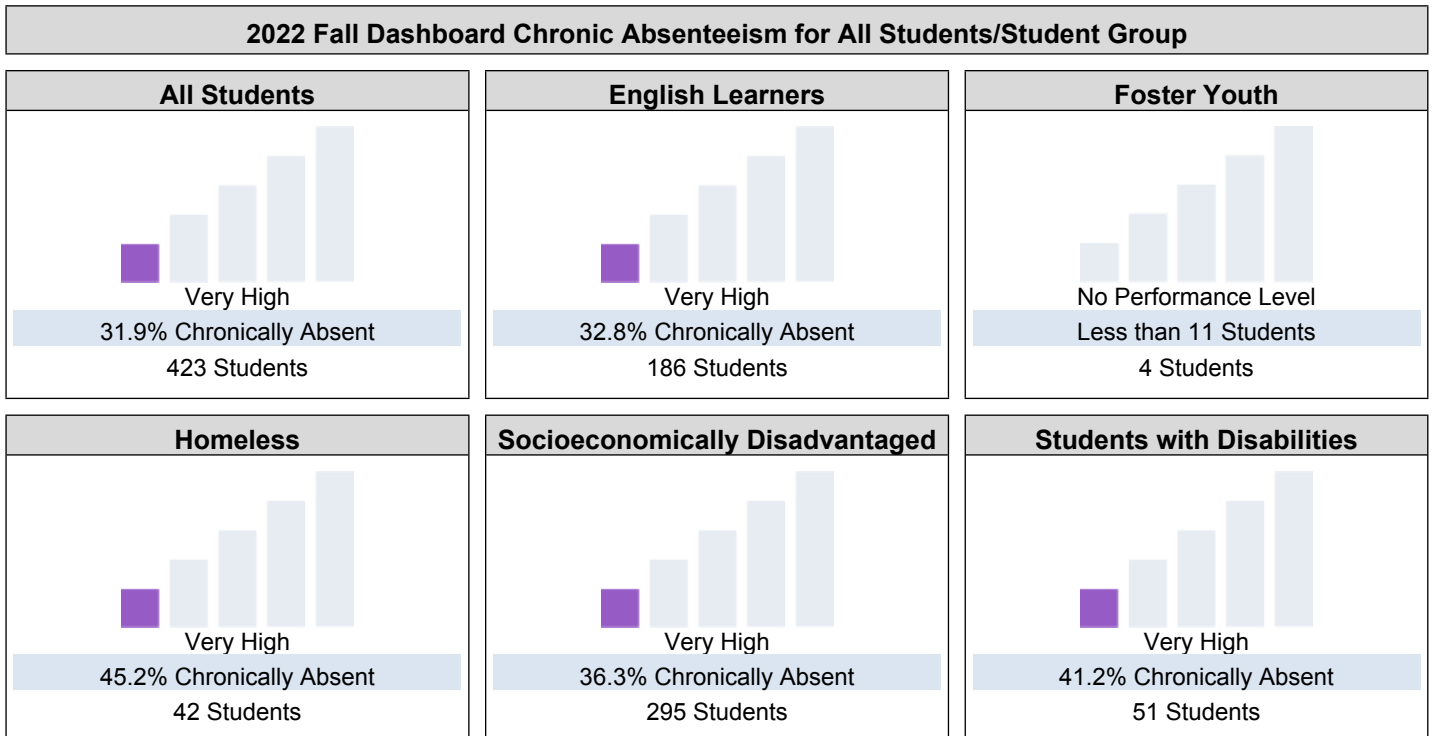
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|

Lowest Performance                                                                    Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 5 | 1 | 0 | 0 | 0 |

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

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | Very High | No Performance Level |
| 31.9% Chronically Absent | 32.8% Chronically Absent | Less than 11 Students |
| 423 Students | 186 Students | 4 Students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Very High | Very High | Very High |
| 45.2% Chronically Absent | 36.3% Chronically Absent | 41.2% Chronically Absent |
| 42 Students | 295 Students | 51 Students |

**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | No Performance Level | High |
| Less than 11 Students | | Less than 11 Students | 15.2% Chronically Absent |
| 10 Students | | 5 Students | 105 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Very High | No Performance Level | No Performance Level | No Performance Level |
| 37.4% Chronically Absent | 38.1% Chronically Absent | Less than 11 Students | Less than 11 Students |
| 270 Students | 21 Students | 3 Students | 9 Students |

**Conclusions based on this data:**

**1.** According to the California School Dashboard data, 31.9% of all students were chronically absent.

**2.** According to the California School Dashboard data, 136.3% of socioeconomically disadvantaged students were chronically absent.

**3.** According to the California Schools Dashboard data, 37.4% of Hispanic students were chronically absent.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report |
|---|

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**
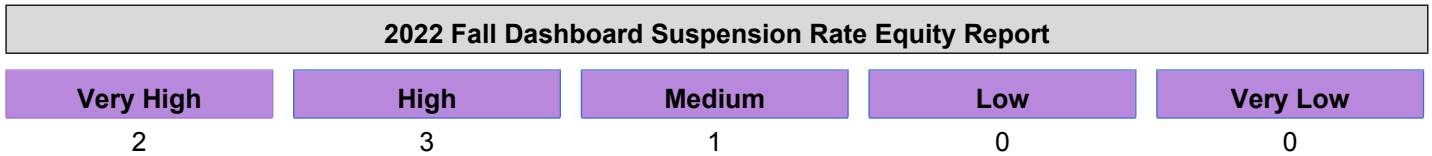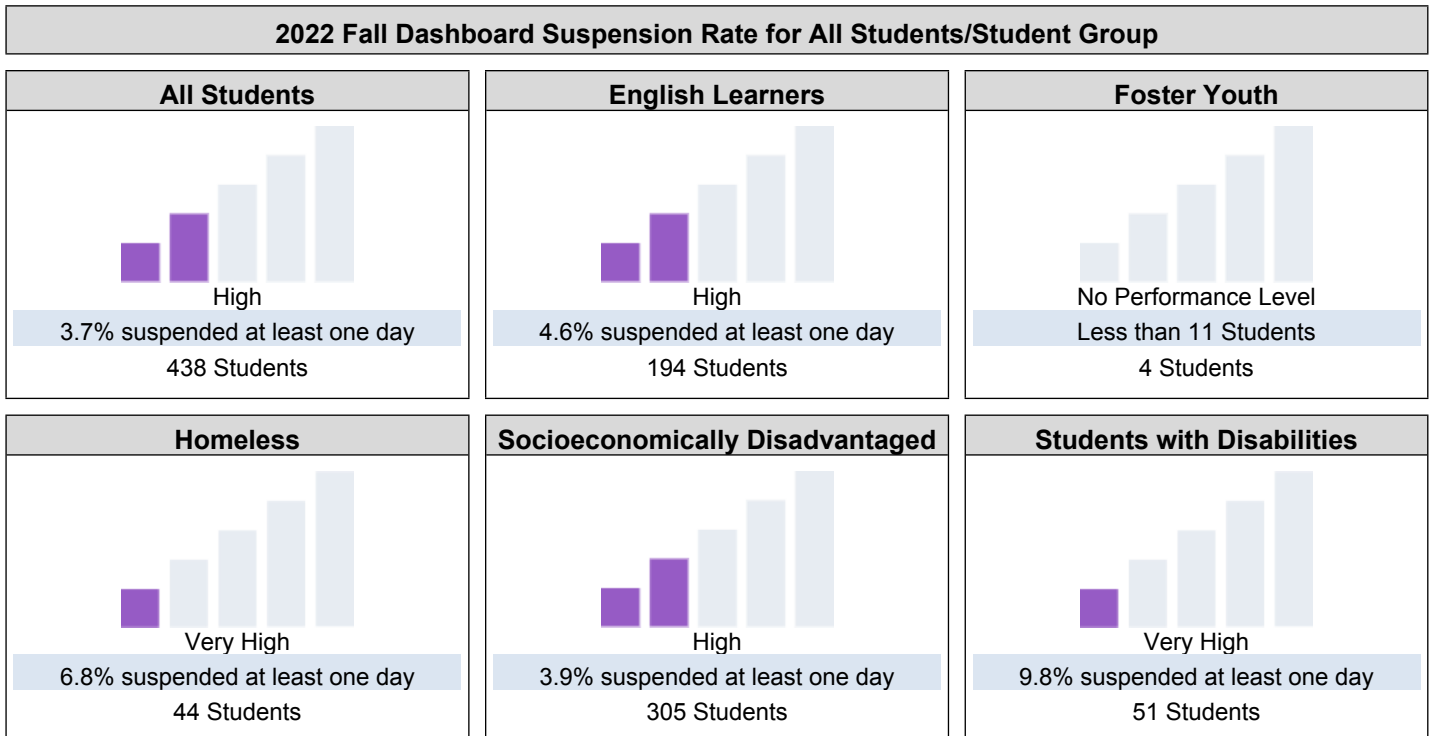
**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](Dashboard Communications Toolkit).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
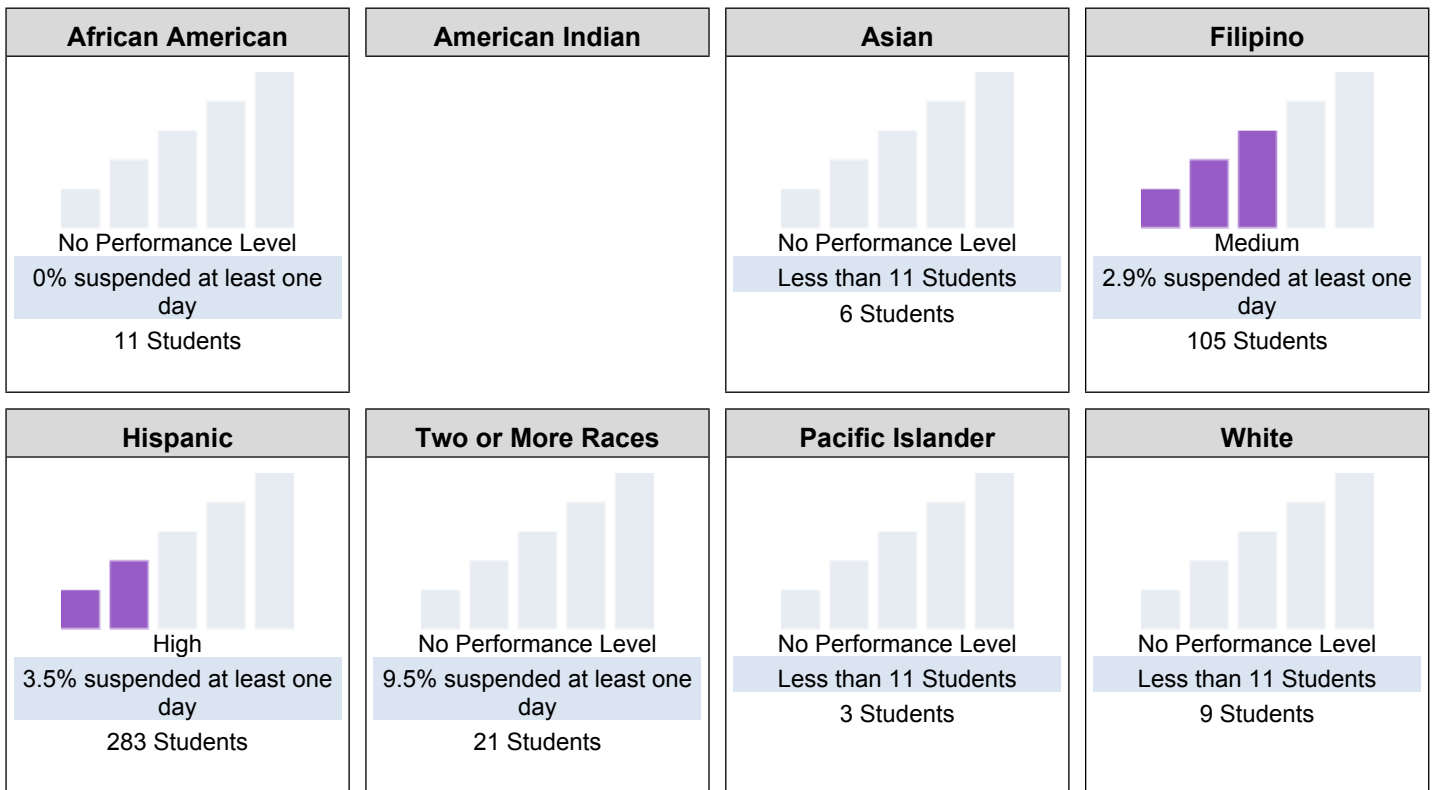
| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

### 2022 Fall Dashboard Suspension Rate Equity Report

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| 2 | 3 | 1 | 0 | 0 |

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.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| High | High | No Performance Level |
| 3.7% suspended at least one day | 4.6% suspended at least one day | Less than 11 Students |
| 438 Students | 194 Students | 4 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Very High | High | Very High |
| 6.8% suspended at least one day | 3.9% suspended at least one day | 9.8% suspended at least one day |
| 44 Students | 305 Students | 51 Students |

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | No Performance Level | Medium |
| 0% suspended at least one day | | Less than 11 Students | 2.9% suspended at least one day |
| 11 Students | | 6 Students | 105 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| High | No Performance Level | No Performance Level | No Performance Level |
| 3.5% suspended at least one day | 9.5% suspended at least one day | Less than 11 Students | Less than 11 Students |
| 283 Students | 21 Students | 3 Students | 9 Students |

**Conclusions based on this data:**

**1.** According to the California Schools Dashboard Data, 3.7% of all students were suspended at least once.

**2.** According to theCalifornia Schools Dashboard Data, 3.5% of Hispanic students were suspended at least once.

**3.** According to the California Schools Dashboard data,2.9% of the filipino population was suspended at least once.

# 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 5% in 2022-2023.

B. The percentage of English learners performing at grade level, according to the Fall iReady reading Diagnostic, will increase by 5%.

C. The percentage of English learners performing at grade level, according to the Fall iReady math Diagnostic, will increase by 5%.

D. Increase ELPAC overall average score by 50 points and overall percentage by 5%.

E. Decrease CAASP distance from standard by 10 points for ELA and math.

## Identified Need

A. In 2021 - 2022 Ira Harbison reclassification rate was 3.1%.

B. According to iReady ELA In 2021-2022 6.7% of ELs at Ira Harbison were identified as Tier 1.

## 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) |
| 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) |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC Overall Percentage Data | 62.8% met overall ELPAC standards | 68% will meet overall ELPAC standards. |
| ELPAC Oral Percentage Data | 75.5% met oral ELPAC standards. | 82% will meet oral ELPAC standards. |
| ELPAC Written Percentage Data | 32.4% met written ELPAC standards. | 34% will meet written ELPAC standards. |
| ELPAC Overall Average | Overall average is 1487 | Increase in overall average by 50 points |
| ELPAC Oral Average | Oral average is 1494 | Increase in oral average by 50 points |
| ELPAC Written Average | Written average is 1475 | Increase in written average by 50 points |
| Reclassification rate | 3.1% 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) |
|---|---|
| | None Specified<br>None Specified |
| 4527 | LCAP<br>4000-4999: Books And Supplies<br>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) | Source(s) |
|---|---|
| 8000 | LCAP<br>5000-5999: Services And Other Operating Expenditures<br>Professional Development for teachers re: English Learners |
| 15000 | LCAP<br>1000-1999: Certificated Personnel Salaries<br>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) | Source(s) |
|---|---|
| 80000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Certificate Impact teacher to run small groups |
| | None Specified<br>None Specified |

## 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) | Source(s) |
|---|---|
| | None Specified<br>None Specified |
| 1047 | LCAP<br>1000-1999: Certificated Personnel Salaries<br>Certificated teacher to be English Learner Site Liasion |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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 2021-2022 school year contributed to 3.1% 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 2021-2022 we budgeted money to be spent on professional development opportunities for teachers to enhance strategies.

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 2022-2023 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 5%.

B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 5%.

C. Decrease CAASP distance from standard by 10 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%.

## 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 |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 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 5
**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) | Source(s) |
|---|---|
| 7010 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>In house production |
| 18277 | LCAP<br>4000-4999: Books And Supplies<br>Materials and supplies to support innovative instructional approaches |
| 5500 | |

## Strategy/Activity 6
**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) | Source(s) |
|---|---|
| 75000 | LCAP<br>5000-5999: Services And Other Operating Expenditures<br>Transportation, substitute costs, field trip costs |

# Strategy/Activity 7
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless Youth

Strategy/Activity

Ira Harbison will help ensure that homeless youth have access to educational resources such as textbooks, school supplies, and computers. They can also provide transportation assistance and help students access community resources such as libraries and after-school programs.

**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) |
|---|---|
| 7000 | Title I<br>4000-4999: Books And Supplies<br>Technology materials and resources |
| | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Technology support |
| | Title I<br>4000-4999: Books And Supplies<br>Additional Devices for student use |

# Strategy/Activity 8
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students With Disabilities

Strategy/Activity

Ensure Accessible and Inclusive Learning Environment: Create an inclusive and supportive school environment that meets the diverse needs of students with disabilities. Provide necessary accommodations, assistive technologies, and individualized instruction to optimize their learning experience. By addressing their academic and social-emotional needs, students may feel more motivated to attend school regularly.

**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) |
|---|---|
| 6000 | LCAP<br>5000-5999: Services And Other Operating Expenditures<br>Teacher and/or principal conferences and learning experiences |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

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 | No data is available regarding parental involvement. | 5% gain in participation |
| Family newsletter | School Newsletter is provided for families via S'more, an online resource that provides updates to families, | 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) |
|-----------|-----------|
| 2169 | LCAP<br>4000-4999: Books And Supplies<br>Materials and supplies |
| 7000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>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

Provide families with a variety of workshops focused on supporting academic needs at home

Plan workshops with district and community resources related to students' social emotional needs

Communicate with families via school, messenger social media and school newsletter to keep them informed about events taking place.

**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

**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) |
|---|---|
| 8500 | Title I<br>4000-4999: Books And Supplies<br>Materials and supplies for parent education and training |
| 6000 | Title I<br>4000-4999: Books And Supplies<br>Materials and supplies for student recognition assemblies |
| 1224 | Title I<br>4000-4999: Books And Supplies<br>1% of Title 1 for parent involvement |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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 2021-2022 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 2022-2023 school year the Principal and school Counselor are working together to design 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 2022-2023 school year we will increase the type and amounts of school events that we can host to incrtase community involvement. 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 5%.

C. NSD California Healthy Kids Survey (CHKS) an increase of 5% 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

There is an upward trend of students experiencing social emotional issues due to the trauma that was experienced in the past few years due to school closures. Students have had limited access to social experiences due to the lockdown that was experience in the lastr years.  The current issues impacted their socio-emotional health.  As a results students have acquired maladaptive behaviors and a loss of connection to typical peers.  Students have also had more exposure to social media and a variety of social media platforms that resulted in the acquisition of habits that are not appropriate for teh school or large group settings.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Chronic absenteeism | 31.9 % chronically absent (2022) | 10% % chronically absent |
| Suspension rate | 3.5% suspended at least once. (2022) | 2% suspended at least once. |
| PBIS tiered fidelity inventory level of recognition | Bronze recognition level (2022) | Silver recognition level |
| California Healthy Kids Survey | 79% 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)

Students With Disabilities

Strategy/Activity

Provide incentives: Consider offering incentives to students who attend school regularly, such as extra credit, special privileges, or rewards for perfect attendance.

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

| Amount(s) | Source(s) |
|---|---|
| 4,000 | Title I<br>4000-4999: Books And Supplies<br>Purchase professional reading materials and supplies ro increase school culture and communication |
| 8,000 | Title I<br>0000: Unrestricted<br>Purchase equipment and materials to more strongly implement PBIS program |
| 293 | Title I<br>5900: Communications<br>Purchase license for S'more to communicate with families via newsletters. |

## 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

Retain 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) |
|---|---|
| 43000 | Title I |

| | 1000-1999: Certificated Personnel Salaries School counselor |
| --- | --- |
| | None Specified None Specified |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless Youth

Strategy/Activity

Provide basic necessities: Homeless youth may lack basic necessities, such as food, clothing, and personal hygiene items. Providing these items can help remove some of the barriers to attendance.

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

| Amount(s) | Source(s) |
| --- | --- |
| 4000 | Title I 0000: Unrestricted Materials and resources to decrease chronic absenteeism |

# Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

The goal will continue to be 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 will be implemented to encourage students and families to attend school daily.

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 focus more strongly 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 | Approximately 25 field trips were attended in the 2021-2022 School Year | Every grade level will have the opportunity to to have off campus learning activities. |
| Increase the number of students participating in extracurricular activities | Nn after school activities were held during the 2021-2022 school year. | Increase the number of students participating in extracurricular activities by 5% |
| Increase he number of in-class learning activities that supplement the core content | Limited amount of in-class learning activities | Teachers will be able to acquire learning activities that enhance learning in the classroom, ie: science kits, owl pellets, learning magazines, novels, etc. |

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<br>5000-5999: Services And Other Operating Expenditures<br>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 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) |
|---|---|
| 4000 | LCAP<br>4000-4999: Books And Supplies<br>Materials and supplies for extracurricular activities |
| 8000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Teacher extra time to oversee extracurricular activities |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

Due to the limited availability of field trips, field trip experiences were limited.

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 differences between the intended implementation and the budgeted expenditures was a lack of time to participate and plan innovative learning experiences.

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.

There are no changes to this goal.

# 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 |
| • Successmaker will be used to support ELA and math instructional programs<br><br>• Tech support for computers<br><br>• Accelerated Reader to support promote increased reading comprehension<br>• ELPAC Assessment Support | 7/18-6/19<br><br>7/18-6/19<br><br>7/18-6/19<br><br>7/18-6/19 | | Successmaker Licenses | | District Funded | |
| | | | Salaries of technicians | | LCFF | 7,259 |
| | | | Accelerated Reader Licenses | | LCFF | 2,150 |
| | | | 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 | $325,966.00 |

## 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 | $186,446.00 |

Subtotal of additional federal funds included for this school: $186,446.00

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 ($) |
|---|---|
|  | $5,500.00 |
| LCAP | $134,020.00 |

Subtotal of state or local funds included for this school: $139,520.00

Total of federal, state, and/or local funds for this school: $325,966.00

# 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 | 129020 | -5,000.00 |
| Title I | 196946 | 10,500.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
|  | 5,500.00 |
| LCAP | 134,020.00 |
| Title I | 186,446.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 5,500.00 |
| 0000: Unrestricted | 12,000.00 |
| 1000-1999: Certificated Personnel Salaries | 154,047.00 |
| 4000-4999: Books And Supplies | 55,697.00 |
| 5000-5999: Services And Other Operating Expenditures | 98,429.00 |
| 5900: Communications | 293.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
|  |  | 5,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCAP | 16,047.00 |
| 4000-4999: Books And Supplies | LCAP | 28,973.00 |

| | | |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | LCAP | 89,000.00 |
| 0000: Unrestricted | Title I | 12,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 138,000.00 |
| 4000-4999: Books And Supplies | Title I | 26,724.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 9,429.00 |
| 5900: Communications | Title I | 293.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 108,574.00 |
| Goal 2 | 118,787.00 |
| Goal 3 | 24,893.00 |
| Goal 4 | 59,293.00 |
| Goal 5 | 14,419.00 |

# 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 |
| Dr. Fausto Barragán, Jr. | 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 |
|---|---|
| *[signature]* | 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 May 30, 2023.

Attested:

| | |
|---|---|
| *[signature]* | Principal, Dr. Fausto Barragan on 05/30/23 |
| *[signature]* | SSC Chairperson, Corey Couron on 05/30/23 |