



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
Wanda Hirsch Elementary School	39-75499-6114490	May 11, 2022	5/24/22

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
School Strategic Plan.
Non Title I School.

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.

Our plan for the 2022-2023 school year has been created with input from all appropriate educational partner groups, data and surveys compiled during the 2021-2022 school years. Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings (on Zoom until April), School Site Council, and the parent liaison's Parent Cafe. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, instructional surveys, School Site Council, and staff meetings. During the 2021-2022 school year, due to COVID-19, online meetings and online surveys were utilized to further engage educational partners. This plan was approved by Hirsch School Site Council with embedded ELAC representative on May 11, 2022.

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).

LCAP

Districts are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.

HES Needs Assessment LCAP Survey

CLIMATE

Number of responses

Parents - Climate Str Agr Agree Total Percent

Q8 21.00 25.00 50.00 92.00% This school's staff motivates students to learn

Q14 11.00 25.00 40.00 90.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 17.00 19.00 37.00 97.30% The buildings and grounds at this school are clean and well maintained

Q30 15.00 16.00 35.00 88.57% This school communicates the importance of respecting all cultural beliefs and practices

Q34 22.00 12.00 35.00 97.14% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 9.00 14.00 25.00 92.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 10.00 13.00 25.00 92.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 3.00 13.00 18.00 88.89% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 5.00 13.00 18.00 100.00% The school staff responds to me in a timely manner

Q36 7.00 10.00 18.00 94.44% The school office staff is friendly and professional

120.00 160.00 301.00 93.02%

Students - Climate Str Agr Agree Total Percent

Q6 22.00 39.00 67.00 91.04% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 25.00 31.00 59.00 94.92% This school communicates the importance of respecting all cultural beliefs and practices

Q33 12.00 31.00 45.00 95.56% My teachers recognize the good work I am doing and provide timely feedback

Q34 19.00 19.00 41.00 92.68% This school motivates students to learn

Q35 8.00 21.00 37.00 78.38% The buildings and grounds at this school are clean and well maintained

Q42 20.00 16.00 37.00 97.30% I feel comfortable working with classmates and participating in class

Q43 18.00 17.00 36.00 97.22% I feel safe, secure and supported at this school

124.00 174.00 322.00 92.55%

Staff - Climate Str Agr Agree Total Percent

Q6 10.00 3.00 13.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 5.00 7.00 13.00 92.31% Members of the school/department collaborate to achieve our school goals

Q21 3.00 3.00 13.00 46.15% The buildings and grounds at this school are clean and well maintained

Q22 9.00 3.00 13.00 92.31% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 7.00 6.00 13.00 100.00% I am treated with respect by my colleagues at work

Q24 6.00 3.00 13.00 69.23% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 2.00 5.00 13.00 53.85% Our district ensures effective communication across the organization

42.00 30.00 91.00 79.12%

SAFETY

Number of responses

Parents - Safety Str Agr Agree Total Percent

Q26 7.00 11.00 18.00 100.00% The buildings and grounds at this school are well maintained
Q28 6.00 12.00 18.00 100.00% My child is safe on school grounds before school
Q28 4.00 13.00 18.00 94.44% My child is safe on school grounds during the day
Q28 6.00 11.00 18.00 94.44% My child is safe on school grounds in the classroom
Q28 6.00 11.00 17.00 100.00% My child is safe on school grounds after school
Q29 6.00 10.00 17.00 94.12% The rules of this school are clearly communicated to parents
35.00 68.00 106.00 97.17%

Students - Safety Str Agr Agree Total

Q35 2.00 11.00 17.00 76.47% The buildings and grounds at this school are clean and well maintained
Q38 5.00 10.00 15.00 100.00% I feel safe while attending class
Q39 2.00 11.00 14.00 92.86% I feel safe from gang activity and gang violence at school
Q41 8.00 6.00 14.00 100.00% I know the school rules
17.00 38.00 60.00 91.67%

Staff - Safety Str Agr Agree Total

Q19 6.00 7.00 13.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 5.00 8.00 13.00 100.00% My workplace is safe
Q21 3.00 3.00 13.00 46.15% The buildings and grounds at this school are well maintained
14.00 18.00 39.00 82.05%

Overall Hirsch's climate and safety data is strong with staff being the group with the least percentage of favorable responses.

2022 Hirsch LCAP Climate Results

- 93.02% Favorable among Parents
- 92.55% Favorable among Students
- 79.12% Favorable among Staff

2022 Hirsch LCAP Safety Results

- 97.17% Favorable among Parents
- 91.67% Favorable among Students
- 82.05% Favorable among Staff

The area with the least favorable percentage for students (78.38%) and staff (46.15%) is cleanliness and maintenance of school buildings and grounds.

The area with the least favorable percentage for parents (88.6%) is the importance of respecting all cultural beliefs and practices.

Classroom Observations

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

Classroom Observations are done through the DISTRICT EVALUATION PROCESS as well as NON-EVALUATIVE INSTRUCTIONAL ROUNDS using the ICLE Rigor Rubric.

DISTRICT EVALUATION PROCESS

Evaluation Observations indicate teachers are able to engage students in 21st century teaching and learning. Students were often engaged in collaboration, critical thinking, creativity and communication. Of the 14 teachers evaluated this school year, classroom instruction was predominantly scored in the Meeting or Exceeding Expectations of the TUSD Evaluation Rubric based on the California Standards of the Teaching Profession.

2022 NON-EVALUATIVE INSTRUCTIONAL ROUNDS

Instructional Rounds data is collected via the ICLE Rigor Rubric. This rubric is comprised of Thoughtful Work, High Level Questioning and Academic Discussion.

This year, with the introduction of Advance STEM, we focused on the student learning section of the rigor rubric within

the sections of thoughtful work, academic discussion, instructional design.

The district and school focus was on academic discourse and student questioning in the classroom.

The numbers below reflect the percentage of visits that captured students engaged in the developed and well developed areas of the rubric.

- 72% Thoughtful work - Student Learning
- 83% Higher Level Questioning - Student Learning
- 83% Academic Discussion - Student Learning

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)

Due to factors surrounding the novel coronavirus (COVID-19) pandemic, CAASPP testing participation in 2020–21 varied. Results should therefore be interpreted with caution.

Data below reflects students who scored near/at or above grade level in the following areas of English Language Arts Reading

- 77% of 3rd graders near/at or above grade level
- 77% of 4th graders near/at or above grade level
- 79% of 5th graders near/at or above grade level

Writing

- 66% of 3rd graders near/at or above grade level
- 65% of 4th graders near/at or above grade level
- 68% of 5th graders near/at or above grade level

Listening

- 86% of 3rd graders near/at or above grade level
- 86% of 4th graders near/at or above grade level
- 86% of 5th graders near/at or above grade level

Data below reflects students who scored near/at or above grade level in the following areas of Math Concepts and Procedures

- 73% of 3rd graders near/at or above grade level
- 65% of 4th graders near/at or above grade level
- 42% of 5th graders near/at or above grade level

Problem Solving, Modeling, Data Analysis

- 73% of 3rd graders near/at or above grade level
- 69% of 4th graders near/at or above grade level
- 62% of 5th graders near/at or above grade level

Communicating, Reasoning

- 86% of 3rd graders near/at or above grade level
- 78% of 4th graders near/at or above grade level
- 71% of 5th graders near/at or above grade level

CAST (Science) 5th grade only

- 80% of 5th graders near/at or above grade level

Kindergarten, 1st and 2nd graders:

2021 IREAD

- 74% of Kindergartners on or above grade level
- 11% of 1st graders on or above grade level
- 28% of 2nd graders on or above grade level

2022 IREAD

- 74% of Kindergartners on or above grade level
- 41% of 1st graders on or above grade level
- 32% of 2nd graders on or above grade level

2022 FASTBRIDGE DATA

FastBridge Assessments were given to all TUSD students in grades 2 through 5 in the 2021-2022 School Year. The data was collected on TWO occasions, Fall (September), and Winter (January). The assessments will be administered again in May (Spring) which will be after the school plan has been finalized.

Below are percentages of those scoring at or above grade level ('low risk' and 'college pathway') taken from the Winter data:

aReading:

At 2nd grade, 56% were at or above grade level

At 3rd grade, 66% were at or above grade level

At 4th grade, 54% were at or above grade level
At 5th grade, 51% were at or above grade level

aMath:

At 2nd grade, 55% were at or above grade level
At 3rd grade, 52% were at or above grade level
At 4th grade, 55% were at or above grade level
At 5th grade, 55% were at or above grade level

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

Teachers were given PLC time at every staff meeting possible.

Intervention Plans- Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teachers develop intervention plans via the TUSD Study Success Team Process which includes Tier II intervention plan approved by the administrator. That plan consists of baseline data, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Intervention paras support students at the tier 2 level in math and reading and language arts.

Students scoring at the High Risk/some risk levels on FastBridge data in 3rd, 4th and 5th grade were considered for intensive daily reading program using the Corrective Reading program held after school.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Wanda Hirsch employs 28 fully credentialed staff and 1 intern teacher.

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

96.5% of Wanda Hirsch teachers are fully credentialed.

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

2022

- ICLE consultants provided support to individual sites.
- Students returned to school after the COVID gap with gaps in their learning. Early Release Mondays primarily focused on collaborating in professional learning communities to best meet the needs of students to reduce their learning gaps.
- With the implementation of Advance Stem, ERM's were focused on specific STEM strategies, for instance, the 5E lesson, science talks, and the engineering and design focus. ERM's also focused on academic discussion and higher level questioning using the CIR rubric. This brought our STEM and ICLE learning together.
- The newly formed ILT (teacher leaders) and Site Administration worked with staff as we began implementation of Advance STEM.

New teachers to Tracy Unified School District are supported through the Tracy Induction Program (TTIP). Through this program teachers receive 6 professional learning days prior to the start of school where they are introduced to various support systems offered in Tracy. They spend time with mentor teachers learning about curriculum, instructional materials and high leveraging instructional strategies. During the school year, teachers participate in 2 after school workshops focused on SEL, STEM, and AVID. They are also released for two days to observe classrooms and debrief in PLCs.

Tracy Unified also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This focuses on the teacher's Individualized Learning Plan (ILP) based on their self selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher who supports them through the ILP process.

Tracy Unified also supports intern teachers through the Peer Coaching program. This program offers just-in-time support and weekly meetings from mentors as well as Professional Learning workshops throughout the year focusing on SEL, STEM and AVID.

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

2022

- Buy Back Days in the 2021-22 school year focused on AdvanceSTEM instructional strategies including student engagement strategies, as well as the ELD strategy of Interactive Read Aloud.
- District TOSAs led STEM implementation workshops.
- Technology Support (TSA) Teacher provided mini technology workshops regularly throughout the year multiple times each month related to a technology topic during that month.

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

2021

- PLC collaboration time in grade level teams is provided to teachers at most staff meeting.
- Teachers meet to discuss the teaching of priority standards (tier 1 core instruction), create common formative assessments, and, using data from assessments, plan for tier 2 intervention.

Teaching and Learning

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

District STEM/RCD Units of Study are aligned with current standards with Common Core and Next Generation Science Standards. Teachers follow district pacing and units utilizing adopted materials (Wonders and My Math) as resources to teach the standards in the units with recommended activities. Teachers also use additional resources to supplement instruction of adopted materials.

ICLE Rigor & Relevance Framework quadrants and rubrics are utilized to increase rigor of instruction in alignment with 21st century skills and expectations of state standards. The implementation of AdvanceSTEM has focused on the Student Learning section of the rigor rubric.

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

- State does not require specified number of minutes in ELA & Math instruction as of recent standards and frameworks.
- ELD instruction is provided for all EL students 30 minutes a day.
- All students receive 200 minutes of Physical Education within every ten school days.

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

District STEM/RCD Units of Study also provide pacing guide and assessment windows to ensure curriculum is taught in timely manner. Teachers respond to students needing intervention through district intervention process on Student Success Team Form. Each classroom teacher is required to submit their schedule with 30 minutes of daily ELD instruction and 200 minutes of PE instruction within every 10 days.

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

District STEM/RCD Units of Study, Pacing Guides, and Assessments are available electronically on the staff portal. Teachers and students also have access to physical teacher's manuals and textbooks and online versions through online adopted materials website links via the school website. Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

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

Teachers utilize district adopted materials as resources while implementing RCD/STEM units of Study. Teachers specifically work with ELA Adoption of "Wonders" and Math adoption of "My Math" SARC pages for textbook adoptions & process

Opportunity and Equal Educational Access

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

Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teacher develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Tier I interventions involve the classroom teacher in small group setting typically. As students are identified for Tier II intervention, they may still receive more intense and targeted support from the teacher, but they will also receive intervention support from one of the paras we pay for or highly qualified volunteer such as a retired teacher that use to work at Wanda Hirsch. Teachers and administrator closely monitor student data via the TUSD Study Success Team Process.

In the 2021-22 school year, a full time intervention para was available to help meet the needs of students whose learning had been affected by being off site and learning at home during the COVID pandemic.

Evidence-based educational practices to raise student achievement

During the 2021-22 school year, with ICLE consultants as well as our STEM TOSAs, teachers have been introduced to and focused on evidence-based best practices, including strategies and structures to create effective student collaboration, academic discussion and higher level questioning. Teachers have also had the opportunity to attend workshops to learn how to incorporate ELD best practices, for instance interactive read aloud. With the implementation of AdvanceSTEM, TOSAs provided professional development including workshops on the 5E lesson plan, science talks. TOSAs also worked with individual teachers and grade levels on specific STEM related activities, including Scratch, 3D paint.

Through a Kagan Workshop, teachers have also had the opportunity to add to their learning of Cooperative Learning Structures to Increase Academic Discourse as well as Proficiency in Social-Emotional Skills.

Parental Engagement

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

Some teachers provide intervention support after school or before school.

In a regular school year, the Hirsch Parent Teacher Organization supports Parent Engagement through community events and educational family nights in conjunction with teachers such as Science Night & Math Night. These were not able to be held in the 2021-22 school year due to the pandemic. The Parent Cafe hosted by the parent liaison has been held virtually.

Evening events put on by teachers and site such as Back to School Night, Gathering of Gratitude, DARE Graduation, and Art Show have also been postponed or held virtually until close to the end of the school year. The Spelling Bee was modified, and held with social distancing and no audience. At the end of the year when restrictions were relaxed, Open House and the Book Fair were able to be held in person.

Hirsch PTO and Teachers also engage parents in fundraising for classroom supplies and field trips.

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

The Hirsch school site council and staff are involved in reviewing the school safety plan, reviewing needs assessment surveys, and discussion of SBAC, ELPAC and FastBridge data. Hirsch does not receive Title I funding, but we engage School Site Council and Staff in budget recommendations for School Site Council Approval.

Funding

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

Hirsch does not received Title I funding, but we engage School Site Council and Staff on budget recommendations for School Site Council Approval. Our staff at times engages in Staff Development funded by district Title I funds depending on availability.

Fiscal support (EPC)

The district allocates LCFF funding using the district formula based on enrollment and students that meet supplemental/concentration funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were consulted with as part of the planning process for the SPSA review and development:

- Wanda Hirsch staff - April 4th 2022
- School Site Council (February 16, 2022 and April 28th 2022)

Resource Inequities

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

- There are no resource inequities as a result of the needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	96	87
Grade 1	89	76	77
Grade 2	77	96	81
Grade3	82	78	84
Grade 4	83	78	81
Grade 5	74	75	71
Total Enrollment	510	499	481

Conclusions based on this data:

1. Our overall enrollment continues to steadily decline. Throughout the 2021-2022 school year we have consistently been under 500 students.
2. As of April 30th, 2022, we are currently have 446 kindergarten through 5th grade students. There are 463 students if TK is included. In the 2020-2021 school year, we lost many students to other areas of California and other states. We had many join us from the Bay Area.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	124	87	93	24.3%	17.4%	19.3%
Fluent English Proficient (FEP)	31	53	52	6.1%	10.6%	10.8%
Reclassified Fluent English Proficient (RFEP)	14	29	7	9.9%	23.4%	8.0%

Conclusions based on this data:

1. The percentage of students reclassifying over the past four years has been below 10% with the exception of 2019-20. (The 2017-18 percentage was 4.7.)
2. The percentage of students that tested as Fluent English Proficient has stayed steady (increased by 0.2%) between 2019-20 and 2020-21
3. The percentage of students living in multi-lingual homes has risen slightly (2%) from the 2019-20 school year to the 2020-21 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	81	80	81	81	77	81	81	77	97.6	100	96.3
Grade 4	77	81	79	76	80	77	76	80	77	98.7	98.8	97.5
Grade 5	93	78	67	91	76	66	91	76	66	97.8	97.4	98.5
All Grades	253	240	226	248	237	220	248	237	220	98	98.8	97.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2447.	2431.	2404.	28.40	19.75	14.29	34.57	32.10	20.78	24.69	27.16	35.06	12.35	20.99	29.87
Grade 4	2475.	2474.	2447.	21.05	21.25	18.18	38.16	31.25	22.08	18.42	21.25	25.97	22.37	26.25	33.77
Grade 5	2483.	2498.	2485.	10.99	17.11	15.15	36.26	34.21	36.36	15.38	25.00	7.58	37.36	23.68	40.91
All Grades	N/A	N/A	N/A	19.76	19.41	15.91	36.29	32.49	25.91	19.35	24.47	23.64	24.60	23.63	34.55

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.22	25.93	12.99	64.20	46.91	63.64	13.58	27.16	23.38
Grade 4	19.74	17.50	12.99	63.16	53.75	63.64	17.11	28.75	23.38
Grade 5	15.38	21.05	7.58	51.65	56.58	71.21	32.97	22.37	21.21
All Grades	18.95	21.52	11.36	59.27	52.32	65.91	21.77	26.16	22.73

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.10	20.99	9.09	51.85	54.32	57.14	16.05	24.69	33.77
Grade 4	22.37	28.75	11.69	60.53	58.75	53.25	17.11	12.50	35.06
Grade 5	19.78	27.63	15.15	50.55	48.68	53.03	29.67	23.68	31.82
All Grades	24.60	25.74	11.82	54.03	54.01	54.55	21.37	20.25	33.64

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.28	13.58	6.49	72.84	71.60	79.22	9.88	14.81	14.29
Grade 4	11.84	17.50	10.39	76.32	68.75	75.32	11.84	13.75	14.29
Grade 5	10.99	14.47	13.64	59.34	63.16	72.73	29.67	22.37	13.64
All Grades	13.31	15.19	10.00	68.95	67.93	75.91	17.74	16.88	14.09

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.57	25.93	11.69	55.56	55.56	68.83	9.88	18.52	19.48
Grade 4	23.68	15.00	15.58	59.21	66.25	71.43	17.11	18.75	12.99
Grade 5	24.18	19.74	13.64	45.05	53.95	75.76	30.77	26.32	10.61
All Grades	27.42	20.25	13.64	52.82	58.65	71.82	19.76	21.10	14.55

2019-20 Data:

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

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, there are no 2019-20 scores. 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning. The overall achievement for students meeting or exceeding the standards in ELA in the 2020-21 school year has dropped from the previous year tested (2018-19) for all grade levels with the exception of 5th in the 'standard met' category.
2. Strongest claim areas in proficiency include: Reading - The percentage of students at or near the standard dropped from 2017-18 to 2018-19, but regained almost to the 2017-18 level in 2020-21, with 5th grade exceeding the 2017-18 scores. Research Inquiry - The percentage of students at or near standard has seen big increases.
3. Claim area with the most potential to grow toward proficiency: Writing for all grade levels is in the 50% range for those at or near grade level. Fourth and fifth grade scores dropped between 2018-19 and 2020-21.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	81	80	81	81	77	81	81	77	97.6	100	96.3
Grade 4	77	82	79	77	80	77	77	80	77	100	97.6	97.5
Grade 5	93	79	67	91	76	66	91	76	66	97.8	96.2	98.5
All Grades	253	242	226	249	237	220	249	237	220	98.4	97.9	97.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2446.	2442.	2424.	16.05	23.46	18.18	38.27	32.10	29.87	34.57	20.99	23.38	11.11	23.46	28.57
Grade 4	2460.	2478.	2456.	12.99	16.25	10.39	23.38	25.00	24.68	40.26	47.50	42.86	23.38	11.25	22.08
Grade 5	2475.	2484.	2465.	14.29	14.47	12.12	16.48	14.47	15.15	21.98	34.21	22.73	47.25	36.84	50.00
All Grades	N/A	N/A	N/A	14.46	18.14	13.64	25.70	24.05	23.64	31.73	34.18	30.00	28.11	23.63	32.73

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.74	41.98	20.78	39.51	30.86	51.95	19.75	27.16	27.27
Grade 4	23.38	30.00	12.99	32.47	36.25	51.95	44.16	33.75	35.06
Grade 5	16.48	17.11	12.12	25.27	34.21	30.30	58.24	48.68	57.58
All Grades	26.51	29.96	15.45	32.13	33.76	45.45	41.37	36.29	39.09

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.69	34.57	20.78	50.62	48.15	57.14	24.69	17.28	22.08
Grade 4	14.29	10.00	14.29	49.35	65.00	54.55	36.36	25.00	31.17
Grade 5	14.29	15.79	12.12	42.86	52.63	50.00	42.86	31.58	37.88
All Grades	17.67	20.25	15.91	47.39	55.27	54.09	34.94	24.47	30.00

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.16	24.69	16.88	56.79	48.15	68.83	16.05	27.16	14.29
Grade 4	16.88	16.25	9.09	50.65	62.50	68.83	32.47	21.25	22.08
Grade 5	12.09	11.84	7.58	45.05	51.32	63.64	42.86	36.84	28.79
All Grades	18.47	17.72	11.36	50.60	54.01	67.27	30.92	28.27	21.36

2019-20 Data:

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

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, there are no 2019-20 scores. 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning. The overall achievement for students meeting or exceeding the standards in Math in the 2020-21 school year has dropped from the previous year tested (2018-19) for all grade levels with the exception of 5th in the 'standard met' category.
2. Strongest claim areas in all 3 grade levels is Communication Reasoning, demonstrating ability to support mathematical conclusions.
3. Claim areas with the most potential to grow toward proficiency is Concepts & Procedures, applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1431.9	1420.0	1406.3	1443.0	1440.1	1421.9	1406.1	1373.3	1370.0	36	17	23
1	1516.3	1476.4	1459.8	1497.6	1474.8	1468.2	1534.5	1477.4	1450.9	29	25	13
2	1505.8	1500.6	1487.4	1496.2	1498.7	1492.5	1514.9	1501.9	1481.8	23	16	11
3	1491.2	*	1491.4	1484.9	*	1484.5	1497.0	*	1497.7	17	9	19
4	1492.1	1537.3	1492.0	1481.5	1525.8	1487.9	1502.4	1548.5	1495.7	13	16	21
5	1540.9	1506.9	*	1547.8	1508.1	*	1533.4	1505.4	*	18	11	6
All Grades										136	94	93

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	4.35	*	35.29	34.78	50.00	52.94	43.48	*	5.88	17.39	36	17	23
1	72.41	12.00	7.69	*	56.00	53.85	*	28.00	23.08	*	4.00	15.38	29	25	13
2	69.57	25.00	0.00	*	50.00	63.64	*	25.00	36.36	*	0.00	0.00	23	16	11
3	*	*	10.53	*	*	42.11	*	*	36.84	*	*	10.53	17	*	19
4	*	37.50	9.52	*	31.25	28.57	*	31.25	57.14	*	0.00	4.76	13	16	21
5	*	18.18	*	*	27.27	*	*	27.27	*		27.27	*	18	11	*
All Grades	43.38	17.02	6.45	25.74	41.49	43.01	22.79	34.04	40.86	8.09	7.45	9.68	136	94	93

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	8.70	44.44	41.18	43.48	*	23.53	30.43	*	11.76	17.39	36	17	23
1	79.31	24.00	7.69	*	48.00	76.92	*	24.00	15.38	*	4.00	0.00	29	25	13
2	78.26	43.75	27.27	*	43.75	63.64		12.50	9.09	*	0.00	0.00	23	16	11
3	*	*	15.79	*	*	57.89	*	*	15.79	*	*	10.53	17	*	19
4	*	56.25	9.52	*	25.00	52.38	*	12.50	33.33	*	6.25	4.76	13	16	21
5	83.33	45.45	*	*	27.27	*	*	9.09	*		18.18	*	18	11	*
All Grades	55.15	34.04	13.98	27.21	41.49	54.84	8.82	17.02	23.66	8.82	7.45	7.53	136	94	93

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	0.00		5.88	21.74	63.89	70.59	47.83	*	17.65	30.43	36	17	23
1	79.31	12.00	7.69	*	48.00	30.77	*	20.00	30.77	*	20.00	30.77	29	25	13
2	52.17	12.50	0.00	*	43.75	54.55	*	37.50	36.36	*	6.25	9.09	23	16	11
3	*	*	5.26	*	*	31.58	*	*	47.37	*	*	15.79	17	*	19
4	*	12.50	4.76	*	56.25	9.52	*	25.00	57.14	*	6.25	28.57	13	16	21
5	*	0.00	*	*	9.09	*	*	72.73	*	*	18.18	*	18	11	*
All Grades	34.56	8.51	3.23	17.65	35.11	27.96	31.62	40.43	46.24	16.18	15.96	22.58	136	94	93

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	11.76	8.70	36.11	82.35	73.91	*	5.88	17.39	36	17	23
1	89.66	76.00	46.15	*	20.00	53.85	*	4.00	0.00	29	25	13
2	73.91	37.50	45.45	*	56.25	54.55		6.25	0.00	23	16	11
3	*	*	36.84	*	*	47.37	*	*	15.79	17	*	19
4	*	43.75	42.86	*	50.00	52.38	*	6.25	4.76	13	16	21
5	72.22	0.00	*	*	81.82	*		18.18	*	18	11	*
All Grades	61.03	36.17	33.33	32.35	57.45	58.06	*	6.38	8.60	136	94	93

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	23.53	13.04	47.22	64.71	69.57	*	11.76	17.39	36	17	23
1	68.97	20.00	7.69	*	68.00	84.62	*	12.00	7.69	29	25	13
2	78.26	37.50	9.09	*	62.50	90.91	*	0.00	0.00	23	16	11
3	*	*	21.05	*	*	73.68	*	*	5.26	17	*	19
4	*	56.25	23.81	*	37.50	71.43	*	6.25	4.76	13	16	21
5	77.78	63.64	*	*	18.18	*		18.18	*	18	11	*
All Grades	59.56	38.30	17.20	30.15	52.13	74.19	10.29	9.57	8.60	136	94	93

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	63.89	94.12	69.57	*	5.88	30.43	36	17	23
1	79.31	36.00	23.08	*	40.00	46.15	*	24.00	30.77	29	25	13
2	60.87	12.50	18.18	*	81.25	63.64	*	6.25	18.18	23	16	11
3	*	*	0.00	*	*	68.42	*	*	31.58	17	*	19
4	*	25.00	9.52	*	50.00	57.14	*	25.00	33.33	13	16	21
5	*	9.09	*	66.67	72.73	*	*	18.18	*	18	11	*
All Grades	36.76	17.02	8.60	43.38	64.89	63.44	19.85	18.09	27.96	136	94	93

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.76	13.04	55.56	52.94	43.48	*	35.29	43.48	36	17	23
1	65.52	20.00	7.69	*	72.00	69.23	*	8.00	23.08	29	25	13
2	*	31.25	0.00	47.83	68.75	90.91	*	0.00	9.09	23	16	11
3	*	*	21.05	82.35	*	78.95	*	*	0.00	17	*	19
4	*	31.25	4.76	*	68.75	61.90	*	0.00	33.33	13	16	21
5	*	0.00	*	61.11	72.73	*	*	27.27	*	18	11	*
All Grades	35.29	19.15	9.68	53.68	65.96	67.74	11.03	14.89	22.58	136	94	93

2019-20 Data:

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

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Students came into school to take the ELPAC exam during Distance Learning.
Students performed more proficiently in Oral language than Written language, which is anticipated considering receptive language is known to develop sooner than productive language.
2. Level with the highest percentage of students is level 2.
3. In the 2020-21 school year, 63% of students were performing at the Somewhat/Moderately Proficiency Level in the Reading Domain. This is down slightly from 65% in the 2018-19 school year.
68% of students are performing at the Somewhat/Moderately Proficiency Level of the Writing Domain. This is up from 66% in the 2018-19 school year.
The 'speaking' domain shows the highest increases of all the domains at the 'somewhat moderately' level.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
481	54.3	19.3	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	19.3
Foster Youth	3	0.6
Homeless	90	18.7
Socioeconomically Disadvantaged	261	54.3
Students with Disabilities	49	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	6.2
American Indian or Alaska Native	1	0.2
Asian	60	12.5
Filipino	25	5.2
Hispanic	212	44.1
Two or More Races	45	9.4
Native Hawaiian or Pacific Islander	10	2.1
White	98	20.4

Conclusions based on this data:

1. This analysis is based on data from the 2018-19 and the 2020-21 school years. We have a fairly diverse community at Wanda Hirsch Elementary.





2. Our demographic percentages/amounts overall have remained steady with the largest growth at 3.5% in the Hispanic category and the largest decline at 4.5% in the white category. Our socioeconomically disadvantage percentage has increased from 45.3% to 54.3% between the 2018-19 and the 2020-21 school years.
3. Our population primarily consists of Hispanic, White and Asian students.

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

- 2021-22 No current data to review.
Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year.
Overall decline in suspension rate has occurred since 2016 from 2.2% to 1.8%.
- In 2019, chronic Absenteeism decreased at our site from prior year from 11.8% to 10.1%, but remains higher than the district ratings of 9.9% and 9.2% respectively.
- In 2019:
Our students are outperforming the district in performance on standard in ELA and Mathematics on SBAC.

Color indicators show our performance increased in Mathematics due to student larger subgroups increasing. Subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.

Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.

Subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.

School and Student Performance Data

Academic Performance English Language Arts

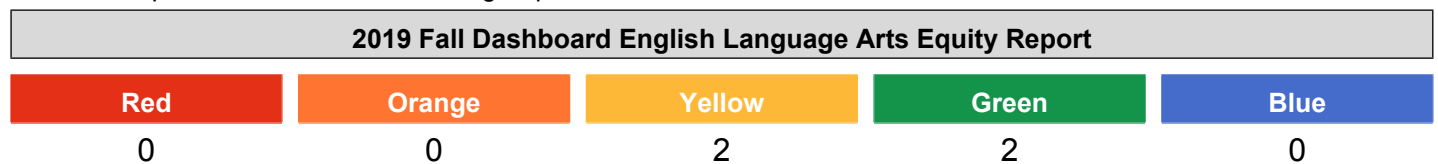
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 2.7 points above standard Maintained ++2 points 228		 Yellow 11.5 points below standard Increased Significantly ++15.2 points 64		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 21.8 points below standard Declined Significantly -20.5 points 22		 Yellow 13.3 points below standard Increased ++8 points 112		 No Performance Color 24.9 points below standard Increased Significantly ++18.4 points 27	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 32.8 points below standard Maintained -1.9 points 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 6 points below standard Declined Significantly -15.3 points 29	Filipino  No Performance Color 19 points above standard Declined Significantly -30.2 points 13
Hispanic  Green 3.3 points below standard Increased ++11 points 95	Two or More Races  No Performance Color 29.7 points above standard 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 18.2 points above standard Maintained ++0.2 points 62

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 45 points below standard Increased Significantly ++19.6 points 34	Reclassified English Learners 26.5 points above standard Declined Significantly -16.2 points 30	English Only 6.3 points above standard Declined -3.3 points 159
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Conclusions based on this data:

- 2021-22 No current data to show.
Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners by 19.6 points, Socioeconomically Disadvantaged by 8 points, Students with Disabilities by 19.4 points and Hispanic by 11 points. This balanced the significant decreases in other populations.
- In 2019, subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.
- In 2019, English Learners are making significant progress however are still performing 45 points below standard.

School and Student Performance Data

Academic Performance Mathematics

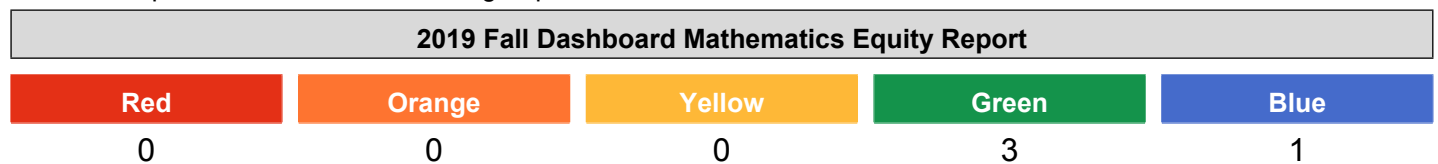
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 10.7 points below standard Increased ++11.6 points 228	English Learners  Green 19.7 points below standard Increased Significantly ++26.2 points 64	Foster Youth
Homeless  No Performance Color 19 points below standard Increased Significantly ++22.2 points 22	Socioeconomically Disadvantaged  Green 21 points below standard Increased Significantly ++24.4 points 112	Students with Disabilities  No Performance Color 56.8 points below standard Increased Significantly ++10.8 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 64.6 points below standard Declined Significantly -21.5 points 15	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 2.1 points above standard Declined -7.7 points 29	Filipino  No Performance Color 5.2 points above standard Declined Significantly -19.9 points 13
Hispanic  Green 20.8 points below standard Increased Significantly ++23.7 points 95	Two or More Races  No Performance Color 14.7 points above standard 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 3.9 points above standard Increased Significantly ++15.4 points 62

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 52.7 points below standard Increased Significantly ++27.5 points 34	Reclassified English Learners 17.7 points above standard Maintained ++0.9 points 30	English Only 7.6 points below standard Increased ++7.8 points 159
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Conclusions based on this data:

- Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. In 2019, color indicators show our performance increased in Mathematics due to larger student subgroups showing progress. Those subgroups that increased are Hispanic by 23.7 points, English Language Learners by 27.5 points, White by 15.4 points and Homeless by 32.3 points.
- In 2019, subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.
- In 2019, English Learners are making significant progress however are still performing 52.7 points below standard.

School and Student Performance Data

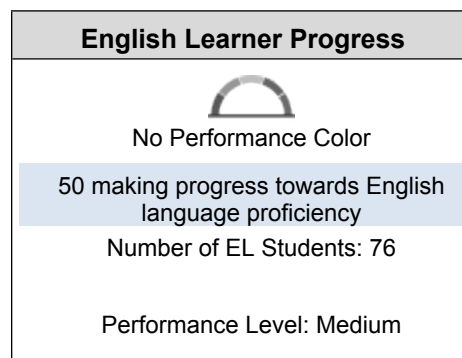
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	34.2	10.5	39.4

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. In 2019, the amount of English Language Learners decreased significantly from 124 ELLs in Spring 2019 to 76 ELLs by Fall 2019.
2. In 2019, identification of 12 students that decreased is necessary to establish intervention plans for them at the beginning of the 2020-2021 school year.
3. In 2019, 50% of ELLs are making progress in language proficiency. English Learners are making significant progress however, they are still performing 52.7 points below standard on SBAC Math. English Learners are making significant progress however, they are still performing 45 points below standard on SBAC ELA.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

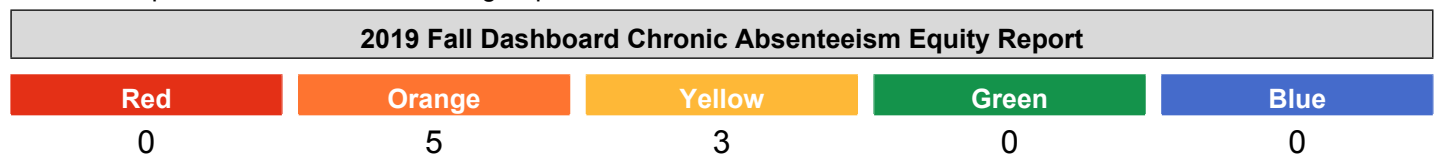
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 10.1 Declined -1.7 535	 Orange 10.1 Maintained -0.2 129	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 16.7 Increased +9 48	 Orange 15.5 Increased +1.4 251	 Yellow 14.5 Declined -3.3 62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 20 Increased +8.9 40	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  Orange 5.1 Increased +1.8 59	Filipino  No Performance Color 0 Declined -3.8 28
Hispanic  Yellow 10.5 Declined Significantly -3.7 220	Two or More Races  No Performance Color 8.9 Increased +5.4 45	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Yellow 11.2 Declined -4.4 134

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. In 2019, Hispanic, White, Students with Disabilities and Filipino populations declined their absenteeism ratings.
2. In 2019, the following population increased their chronic absenteeism ratings by the following numbers: Socioeconomically Disadvantaged by 1.4%, Asian by 1.8%, Two or More Races by 5.4%, African American by 8.9%, Homeless by 9%.
3. In 2019, pre-SARB process fidelity needs to be examined and improved. We need to identify students that are chronically absent and provide attendance interventions and education to parents on importance and benefits of attending school regularly.

School and Student Performance Data

Conditions & Climate Suspension Rate

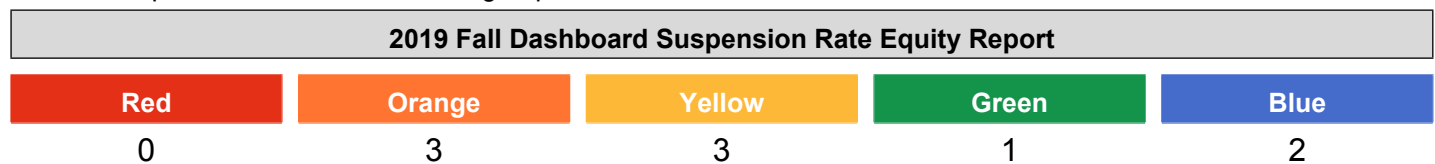
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.8 Increased +0.6 555	English Learners  Blue 0 Maintained 0 140	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  Yellow 1.9 Maintained 0 53	Socioeconomically Disadvantaged  Orange 1.9 Increased +0.4 267	Students with Disabilities  Yellow 3.2 Declined -0.8 62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 2.4 Increased +2.4 41	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  Blue 0 Declined -1.6 65	Filipino  No Performance Color 0 Maintained 0 29
Hispanic  Yellow 0.9 Increased +0.5 227	Two or More Races  Green 2.2 Declined -1.1 45	Pacific Islander  No Performance Color Less than 11 Students - Data 7	White  Orange 3.6 Increased +1.2 138

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.8

Conclusions based on this data:

- Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year.
- In 2019, overall suspension rate has remained fairly steady over the past five years between 1.2 and 2.2%
1.6% in 2015
2.2% in 2016
1.5% in 2017
1.2% in 2018
1.8% in 2019
- In 2019, demographics of suspended students tends to fluctuate over the past 4 years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

English Language Learners continue to perform below standard in ELA & Math

- Increase Number of English Language Learners Reclassifying as English Proficient

Increase the number of students making progress in the reading domain

- Increase Rigor in all Classrooms per the ICLE Rubric
- Increase Academic Discussion/student questioning portion of the ICLE Rigor Rubric
- Increase overall proficiency of 3rd-5th graders on SBAC performance
- Increase percentage of Second Graders at grade level expectations on iRead

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA & Math	<p>2020-21 CAASPP SBAC ELA & Math</p> <p>No scores for school year 2019-20</p> <p>2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning.</p> <p>ELL Students</p> <p>ELA - 57.14% of EL students in 3rd grade are not meeting the standards.</p> <p>ELA - 68.42% of EL students in 4th grade are not meeting the standards.</p> <p>ELA - 5th grade EL student data not recorded due to number of students taking the test.</p>	<p>ELLs will reduce percentage of students performing below standard on CASSPP SBAC in both ELA & Math by 5%.</p> <p>Increase overall proficiency of 3rd-5th graders on SBAC performance by 5%</p> <p>NOTE: 20-21 scores are to be taken with with caution due to the test conditions during Distance Learning.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Math - 57.89% of EL students in 3rd grade are not meeting the standards.</p> <p>Math - 42.86% of EL students in 4th grade are not meeting the standards.</p> <p>Math - 5th grade EL student data not recorded due to number of students taking the test.</p> <p>All Students 2020-21 OVERALL SBAC ELA PROFICIENCY 42.28% 35.07% Proficient in Grade 3 40.26% Proficient in Grade 4 51.51% Proficient in Grade 5</p> <p>2020-21 OVERALL SBAC MATH PROFICIENCY 36.79% 48.05% Proficient in Grade 3 35.07% Proficient in Grade 4 27.27% Proficient in Grade 5</p> <p>2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning.</p>	
Classroom Observations/Instructional Rounds	<p>INSTRUCTIONAL ROUNDS DATA 2021-22</p> <p>93% of students were engaged in high level questioning, academic discussion and thoughtful work at the developed or well developed level (Student Learning) 68.75% at developed level 25% at well developed</p> <p>Thoughtful work: 87.5% at developed 12.5% at well developed level</p> <p>High Level Questioning: 56.25% at developed 31.25% at well developed level</p>	<p>Percentages of students who will be engaged in thoughtful work at the well developed level will increase by 5%.</p> <p>Percentages of students engaged in higher level questioning at the developed or well developed level will be above 90%</p> <p>Percentages of students engaged in academic discussion at the developed or well developed level will be above 95%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Academic Discussion: 62.5% at developed 31.25% at well developed level	
iRead	2021-22 IREAD <ul style="list-style-type: none"> • 74% of Kindergartners at or above grade level • 41% of 1st graders at or above grade level • 32% of 2nd graders at or above grade level 	Increase percentage of Second Graders at grade level expectations on iRead by 5%.
Reclassification Information	2017-18SY 6 students reclassified 2018-19SY 14 students reclassified 2019-20SY 6 students reclassified 2020-21SY 2 students reclassified	Increase Number of English Language Learners Reclassifying as English Proficient to at least 6 students.
CA School Dashboard & ELPAC	2019 Dashboard Data 50% of Hirsch ELLs making progress on ELPAC 2020-21 - No Dashboard Data . 2020-21 - DataQuest data: Percentage of students at each performance level: Level 4 - 6.45% of ELL students Level 3 - 43.01% of ELL students Level 2 - 40.86% of ELL students Level 1 - 9.68% OF ELL students In the 2020-21 school year, 63% of students performed at the Somewhat/Moderately Proficiency Level in the Reading Domain. This is down slightly from 65% in the 2018-19 school year.	Percentage of EL students making progress on ELPAC will increase by 5%. Percentage of EL students performing at the somewhat/moderately proficiency level in the reading domain will increase by 5%

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)

EL Students.

Strategy/Activity

Support EL students with additional resources to address academic needs.

- ELL Paraprofessional to provide intervention
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF - supplemental \$16, 906).
- Translators provided for parent communication (LCFF Supplemental - \$200)

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)

16906

LCFF - Supplemental

200

LCFF - Supplemental

0

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

Library support and supplies

Every classroom will receive library time and innovative new experiences through the collaboration of their classroom teacher and the teacher librarian, hired for the 2022-23 school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF

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

Professional development

Provide professional development opportunities to increase effective instructional strategies.

- Opportunities for staff to gain more experience with and knowledge about STEM and STEM implementation strategies through SJCOE and other entities.

Tier I Instructional

- Administration to conduct instructional rounds of 30+% of classrooms weekly using the ICLE Rigor Rubric. Each teacher whose classroom is visited will receive a copy of the ICLE Rigor Rubric documenting the practices seen and with suggestions for 'bumping up' the rigor. .
- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration, student academic discourse and student questioning.
- Administration will provide teachers with PLC Time on ERWs
- Teachers will utilize Unencumbered ERWs as a way to fulfill other duties related to their position
- All grade levels will participate in ERW ELD training with administration to focus ELD instruction by ELD level. (TOSAs and Maria Salazar)
- ILT/STEM Release Days which consist of: Colleague Classroom Visits using Rigor Rubric, ILT classroom & PLC data review & debrief, and Grade Level Planning (ICLE consultant, STEM TOSAs)
- Teachers will participate in District & Site ERWs Professional Development Opportunities with District TOSAs/Grade Level Facilitators on STEM units
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional resources for at-risk students.

SST subs to provide coverage for the SST coordinator and the classroom teacher to plan and hold SST meetings (LCFF Supplemental \$3200)

Tier II & Tier III Instructional

- Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.
- Instructional paras support full day TK and kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
-
- Students receiving intervention services from paras will be identified and re-assessed per their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students

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)

3200

LCFF - Supplemental

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

Provide intervention in the area of reading

Technology Program - Accelerated Reader reading program for grades 2 through 5 (LCFF \$5,500)

K-2 Students will participate in iRead 20 minutes daily at least 4 times/week on their individual devices. (District funded)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,500

LCFF

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

Provide materials and supplies to support STEM instruction
Materials, STEM support and supplies

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)

4,500

LCFF - Supplemental

6,888

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide copy machine for creating the necessary instructional materials for all students.
Copy Machine

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)

6,300

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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.

Each of these strategies listed above were implemented with varying degrees of effectiveness in the 2021-22 school year.

The ELD training for staff was held on a buy back day. Another site was hosting a workshop on Kagan strategies. Due to the opportunity to extend their learning in this, allowing teachers the opportunity to add 'day 4' to the previous training which builds on itself, some members of staff did not take part in the ELD training.

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

- 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning.
- With an additional intervention para(from the middle of the year), more intervention was available to students including an intensive reading program. (Corrective Reading)

Rigorous and relevant instruction will increase in classrooms school wide.

- Per rigor rubric evidence, and school focus through STEM in this area, an increase was seen.

80% of students in Grades K-2 will score proficient in iRead by the end of second grade.

- Due to distance and hybrid learning, many students have reading gaps.
- May 2022 - 32% of 2nd graders were on grade level or finished iRead

NOTE: It has been easier to access iRead as students all have their own devices.

2020-2021 Strategies & Action Steps will include ELD training to support our ELL population in furthering their academic progress at Hirsch Elementary.

Teachers were given the opportunity to participate in an ELD workshop on Interactive Read Aloud. This was focused at the K-2 level. Another site was hosting a workshop on Kagan strategies. Due to the opportunity to extend their learning in this, allowing teachers the opportunity to add 'day 4' to the previous training which builds on itself, some members of staff did not take part in the ELD training.

2021-2022 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)

AMO #1 CAASPP SBAC ELA & Math: Due to COVID-19 Pandemic and School Closures, and Distance/hybrid learning, 2020-21 score analysis should be read with caution.

AMO #2 Classroom Observations/Instructional Rounds- with the implementation of AdvanceSTEM, focus was placed on the student learning section of the rigor rubric.

AMO #3 iRead- With one to one devices, students were able to access iRead regularly in the 2021-22 school year.

AMO #4 Reclassification Information: 2020-21SY 2 students reclassified. This represents a decrease of 4 students from the 2019-20 school year.

AMO #5 CA School Dashboard & ELPAC: Due to COVID-19 Pandemic and School Closures, state assessments were waived. In the 2021-22 school year there has been no dashboard data available.

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.

Tier I Instructional

- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration,

student academic discourse and student questioning focusing on the 'student learning' section of the rubric.

- All grade levels will participate in ERW ELD training with administration to focus ELD instruction by ELD level. (TOSAs and Maria Salazar)
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work. Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.
- K-2 Students will participate in iRead 20 minutes daily at least 4 times/week on their individual devices.

Tier II & Tier III Instructional

- Instructional paras support full day TK and kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF- supplemental \$16, 906)

Technology

- Site will purchase replacement technology that falls on site responsibility and can easily be funded through our limited budget.
- Grades TK-5 to utilize laptop carts with individual student devices.

Tier II & Tier III Instructional

- Teachers will identify students that are Tier II candidates based on Common Formative Assessments and provide Tier II interventions for students in areas of need.
- Teachers will identify students that are potential Tier III candidates for additional services and complete a documented, administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher
- Instructional paras provide support for Grades K-3 to support development of reading foundational skills
- Students receiving intervention services from paras will be identified and re-assessed through Common Formative Assessments from their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students within their classrooms per California Standards for the Teaching Profession.

- SST meetings held for students not making progress/not meeting goals on their intervention plans.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

- Decrease amount of suspendable offenses
- Increase parent engagement in surveys & attendance at community events
- Increase administration communication with parents in variety of formats

_Increase support for those students needing social and emotional interventions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School News Broadcasted via School Messenger System Emails, Phones Calls & Text Messages	<p>Messages sent more often due to notifications of possible exposure to COVID.</p> <p>As of April 2020, 62 Broadcasts were sent</p> <ul style="list-style-type: none">• 22% were phone calls• 42% were text messages• 36% were emails <p>As of May 2022, 81 Broadcast were sent</p> <ul style="list-style-type: none">• 17% were phone calls• 4% were text messages• 79% were emails	Increase providing messages through text to parents about school matters by 5%.
Social Media Following	<p>2020-21</p> <p>Facebook created by district in prior years</p> <ul style="list-style-type: none">• 472 people like the page• 505 people follow the page <p>2021-22</p>	Increased followers by posting school news, photos, and/or videos weekly by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 496 people like the page • 537 people follow the page <p>Instagram account was created in 1920SY</p> <ul style="list-style-type: none"> • as of April 2020 has 121 posts • as of April 2020 has 93 followers <p>Not used in the 2021-22 school year.</p>	
Aeries Report on Parent Emails	As of May 2022 100% of HES students have at least one parent with an email address in Aeries.	100% of students will have at least one parent with an email address listed in Aeries.
Referral & Suspension Data via Aeries	<p>163 referrals issued for major citations 39.5% resulted in warning & phone call to parents 27.9% resulted also included a conference with a parent</p> <p>43 total days of suspension from 9 students suspended this year 5 out of 9 students were suspended more than once</p> <p>1 student expelled</p> <p>2021-22 114 referrals issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent.</p> <p>32 total days of suspension from 19 students</p> <p>No students expelled.</p>	<p>Fewer suspendable offenses and zero expulsions. Decrease amount of students being suspended multiple times by 1%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge MySAEBRS	<p>Hirsch 2-5grade 2021-22 FastBridge MySAEBRS Report:</p> <p>Fall 2021 Students grades 2-5 at some risk/high risk: 22%</p> <p>Winter 2022 Students grades 2-5 at some risk/high risk: 22%</p> <p>Spring 2022 Data not available yet.</p>	A 5% decrease in percentages of students in the some risk/high risk category of MySAEBRS.
LCAP Survey Results	<p>Hirsch LCAP Climate Results 2021-22</p> <p>93.02% Favorable among Parents</p> <p>92.55% Favorable among Students</p> <p>79.12% Favorable among Staff</p> <p>Hirsch LCAP Safety Results 2021-22</p> <p>97.17% Favorable among Parents</p> <p>91.67% Favorable among Students</p> <p>82.05% Favorable among Staff</p> <p>2020-21 - 22 staff, 32 parents, 79 students participated in the survey.</p> <p>2021 22 - 13 Staff, 55 parents, 76 students participated in the survey.</p>	<p>LCAP Results in Climate & Safety above 80% in all stakeholder groups.</p> <p>Increase Staff, Parent & Student Participation Numbers in LCAP Survey by 5%</p>
Parent Attendance at Events	<p>2020-21- Sign in sheets were utilized for Back to School Night, but not retained for data purposes in School Plan.</p> <p>2021-22 - There have been very few on-site events due to COVID regulations.</p> <p>2021-22 - First family event was a movie night that was strongly attended.</p> <p>2020-21 PTO Meetings only include principal & board members.</p> <p>Coffee with the Principal included 10 parents.</p>	<p>Retain high parental attendance at school family events.</p> <p>Increased attendance at HPTO Meetings by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 - Very few events on site until the end of the year due to COVID regulations. Recently, HPTO meeting had 1 other in attendance other than the Board members and principal.	
Mental Health Therapist Caseload	18 Students were referred to counseling during the 2020-2021 School Year, however only one student participated on a regular basis. Most students referred attended counseling less than 5 times throughout the year. 2021 - 22 26 Students were referred to counseling during the 2020-2021 School Year. All students participated in counseling on a regular basis either weekly or bi-weekly. Those students seen bi-weekly could not be seen weekly due to lack of personnel.	Retain 100% of students referred to counseling also attending counseling.

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

Support Students socially and emotionally during the school day.

Student Support

- District funds utilized for 5 days Mental Health Counseling & students referred to mental health support - Hirsch only received 3 days a week due to lack of staff. We are hopefully going to increase our 3 days to 5 days a week.
- Things that were not able to be done due to COVID regulations will be reinstated including Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance, Welcome Back Assemblies,
- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Positive Behavior Supports
- Updated Referral System
- Progressive Discipline Model Followed

- Tier II Interventions for Continuous Behaviors
- Utilize Office of Prevention Services supports for Foster & Homeless populations
- Proud Patriot Tickets to reinforce good behavior school wide
- Welcome Back Assemblies
- Mini assemblies for lunch behavior
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school

Staff Climate & Support

- Sunshine Committee
- Employee of the Month nomination of teachers by teachers
- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation days

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)

0

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support Families in understanding the school environment and having opportunities to participate in and access all school events.

Family Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework AND/OR parent evening highlighting academic strategies that can be used at home.
- Regular Social Media Posts
- Regular School Messenger Broadcasts with School News
- 100% of Parents have an email in Aeries Data Confirmation
- Translators provided for meetings
- Parent/Teacher Conferences
- Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance
- Require Parent Volunteer Clearance

- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation, HPTO Events- Family Nights, Movie Nights, Dances, Coffee w/Principal (every other month)
- Coffee w/Principal (every other month)
- School Site Council held monthly
- HPTO Meeting offered monthly)
- HPTO Events- Family Nights, Movie Nights, Dances
- Parent Café including parent classes
- Parent Liaison Outreach & Engagement
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school if possible

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)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

Most of the actions steps above were implemented in the 2019-2020 School Year. The Instagram page was not used in the 2020-21 school year. The District did not use Panorama in the 2020-21 school year. FastBridge MySAEBRS report has taken its place.

During the Fall and winter MYSAEBRS assessment of the 2021-22 school year, 22% of students in grade 2 through 5 scored at some risk/high risk levels on the MySAEBRS assessment. It has been noted that students at the 2nd grade level may not fully understand the words/questions and therefore may not answer the questions accurately.

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

- 2021 22 - Proud Patriot Tickets to reinforce good behavior school wide - due to COVID students did not mix classes for Proud Patriot lunch table. This will resume in the new year.

- 2021-22 - Welcome Back Assemblies - No assemblies were held due to COVID regulations
- 2021 22 -Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures - due to a high turn over and minimal staffing, noon supervision duties changed. Staff was
- Adjusted Yard Duty Schedule to include more supervision before school - No adjustments were made due to lack of staff availability.

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.

Goal and action steps will remain the same, however metrics are being adjusted to be more easily obtained and monitored throughout the year.

Student Support

District funds utilized for 5 days Mental Health Counseling & students referred to mental health support - at Hirsch, we have only had 3 days of counseling services due to staffing shortages. We hope to increase that to 5 days a week in the 2022-23 school year.

- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Things that were not able to be done due to COVID regulations will be reinstated including Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance, Welcome Back Assemblies,
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school if possible

Parent Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework/parent evening highlighting academic strategies that can be used at home. Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation, HPTO Events- Family Nights, Movie Nights, Dances, Coffee w/Principal (every other month)

Staff Climate & Support

- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation day

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.
LCAP Goal 2: Provide a safe and equitable learning environment for all students and staff.

Goal 3

Decrease Percentage of Students with Chronic Absenteeism

Identified Need

Hirsch Elementary's Chronic Absenteeism rating is higher than district rating of 5.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Chronic Absenteeism	2019 10.1% of students were chronically absent from school. 2020-21 9.7% of students were chronically absent from school. This reflects a decrease of 0.4%	Decrease in Chronic Absenteeism by 1%
Aeries "Daily Apportionment by Month" Report	2019-2020 School Attendance average was 95.5% 2021-2022 School Year 93.14% Month 1 93.76% Month 2 93.12% Month 3 94.33% Month 4 92.00% Month 5 84.90% Month 6 92.93% Month 7 92.66% Month 8 The 2021-22 school attendance data should be analyzed with caution due to COVID regulations - students in quarantine.	Increased Percent Present on Aeries "Daily Apportionment by Month" Report. Increased Year-to-Date Attendance Average by .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certify Alerts emailed to Site Principal/Attendance Clerk	As of May 6, 2022 Of the 2021-2022 School Year, 109 student records show absences that equate to 10% or more of the year.	Reduced the number of students absent 10% of the year.

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, Chronically Absent Students, Students Chronically Tardy

Strategy/Activity

To encourage families to have their students in school and to encourage students to be in school every day.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at Trimester 3 Assemblies
- Implement Character Counts Tickets as attendance Improvement prize

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)
0	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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.

Most of the actions steps listed above were implemented this school year, with the exception of including attendance tips and data in monthly newsletter.

The continued presence of COVID and the COVID quarantine regulations caused absences through necessity.

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

- Perfect Attendance Recognition in assemblies did not occur as there were no assemblies. Teachers held their own classroom parties to celebrate a specific number of perfect attendance days.

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.

Goal and action steps will remain the same as implemented this year.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at Trimester 3 Assemblies
- Implement Character Counts Tickets as attendance Improvement prize

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,994.00

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$19,188.00
LCFF - Supplemental	\$27,806.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$46,994.00

Total of federal, state, and/or local funds for this school: \$46,994.00

School Site Council Membership

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

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

Name of Members	Role
Gillian Bradley	Principal
Rowena Isip	Classroom Teacher
Sarah Heinrich	Classroom Teacher
Jody Price	Classroom Teacher
Pablo Pinedo	Other School Staff
Mireida Figueroa	Parent or Community Member
Jennifer Gonzales	Parent or Community Member
Grace Maas	Parent or Community Member
Riyam Alqais	Parent or Community Member
Maria Cervantes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

Principal, Gillian Bradley on May 11, 2022

SSC Chairperson, Jody Price on May 11, 2022