

School Year: 2021-2022

# School Plan for Student Achievement (SPSA) Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Hayes	43696256099451	October 6, 2021	November 18, 2021

## Purpose and Description

### Schoolwide Program

At Hayes Elementary School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

The COVID-19 pandemic has created conditions at Hayes School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize Goal 2. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see our reading intervention teachers and academies as a focus. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis.

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook and Parent Square.

Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## **Stakeholder Involvement**

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

At Hayes we strive to engage parent and family involvement. Parent meetings are held through google meetings or in person when possible. School information is communicated via Parent Square and Facebook.

Presentations to stakeholders included:

*School Site Council*

*Home and School Club*

*English Learner Advisory Committee (ELAC)*

*Hayes Staff*

*The School Site Council approved the SPSA on*

## **Resource Inequities**

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Hayes include:

Goal 1-

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

- Additional small group instruction
- Differentiation of instruction

Goal 2- These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

- Additional small group instruction
- Differentiation of instruction
- Supports for newcomers

Goal 3- These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development:

- Additional differentiation strategies to meet needs of RSP students
- Additional opportunities for collaboration with Support Staff

Goal 4- These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

- Additional specialized technology licenses
- Additional support around digital citizenship
- Continued professional development around technology for staff and students

Goal 5-These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement:

- Stronger focus on social emotional learning for all students
- Increased opportunities for student leadership

Goal 6-These additional needs have surfaced in response to the COVID pandemic as they relate to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

- Creation of virtual spaces that will engage parents while they are not yet able to be active in in person meetings.

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards.  
All teachers are implementing Common Core standards, strategies, and materials.

### Identified Need

*With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<b>ELA</b> 2015: 47% 2016: 49% 2017: 48% 2018: 55% 2019: 45% 2019-20: No data due to COVID 19 School Closures 2020-2021: No data due to COVID 19 <b>Math</b> 2015: 26% 2016: 35% 2017: 38% 2018: 47% 2019: 41% 2019-20: No data due to COVID 19 School Closure 2020-2021: No data due to COVID 19	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.

CA Dashboard Overall Academic Performance Levels	<p><b>ELA</b> 2017: Orange 2018: Green 2019: Orange 2020 Data not available</p> <p><b>Math</b> 2017: Green 2018: Green 2019: Yellow 2020: Data not available</p>	Increase by one performance level (green to blue) on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.
iReady Reading and Math Diagnostic Results	<p><b>2019-20</b> Diagnostic 1 to 2 ELA 20% (from 67%) in red/Tier 3 59% (from 33%) in yellow/Tier 2 21% (from 0%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math: 15% (from 71%) in red/Tier 3 69% (from 29%) in yellow/Tier 2 16% (from 0%) in green/Tier 1</p> <p>Diagnostic 2 to 3 ELA: No data available</p> <p>Diagnostic 2 to 3 Math: No data available</p> <p><b>2020-2021</b> Diagnostic 1 ELA 36% in green/Tier 1</p> <p>Diagnostic 2 ELA 39% in green/Tier 1</p> <p>Diagnostic 3 ELA 54% in green/Tier 1</p> <p>Diagnostic 1 Math 27% in green/Tier 1</p> <p>Diagnostic 2 Math 35% in green/Tier 1</p>	Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1

	Diagnostic 3 Math 45% in green/Tier 1	
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### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity (Check all strategies and budget amount)

All Students

#### Strategy/Activity

Two Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math. To address learning needs or foundational skill gaps for students, professional development/training/planning time will be provided for Hayes teachers with the goals of increasing student proficiency.

#### Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

<b>\$6,864</b>	<b>Title 1</b>
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### Strategy/Activity #2

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

All Students

#### Strategy/Activity

Purchase supplemental resources (including Scholastic and online licences) and supplies to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills. Teachers will use additional small group instruction to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

#### Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

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<b>\$18,719</b>	<b>LCFF</b>
<b>\$1,000</b>	<b>LCFF</b>
<b>\$2,000</b>	<b>LCFF</b>

### **Strategy/Activity #3**

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

All Students

#### **Strategy/Activity**

Funding to print supplemental resources determined by teachers as necessary to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills.

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

Amount(s) Source(s)

<b>\$300</b>	<b>LCFF</b>
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### **Strategy/Activity 4**

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

All Students

#### **Strategy/Activity**

Purchase more contemporary and up to date books for Guided Reading Library, with a shift from leveled readers to more decodable readers, as current research suggests.

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

Amount(s) Source(s)

<b>\$5,000</b>	<b>LCFF</b>
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## Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

### Identified Need

*In ELA, English Language Learners, Latino and socioeconomically disadvantaged students are identified as orange through the California Dashboard.*

*In Math, our English Language Learners and socioeconomically disadvantaged students are identified as yellow through the California Dashboard.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs	<b>ELA for ELs</b> 2015: 17% 2016: 27% 2017: 32% 2018: 32% 2019: 14% 2020: data not available  <b>Math for ELs</b> 2015: 7% 2016: 23% 2017: 29% 2018: 32% 2019: 21% 2020: data not available	Increase the CAASPP SBAC percent of English Learners, meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for English Learners	<b>ELA</b> 2017: Yellow 2018: Green 2019: Orange  <b>Math</b> 2017: Yellow 2018: Green 2019: Orange	Increase EL Performance on CA Dashboard from orange to yellow

ELPAC	2019-Data Unavailable 2020-Data Unavailable	
EL Reclassification	2019-19 out of 173=5%	We will increase our reclassification results by 5%

### **Strategy/Activity #1**

#### **Students to be Served by this Strategy/Activity (update actions and budget)**

EL Students

#### **Strategy/Activity**

Support EL readers with two reading intervention specialists to provide 1:1 or small instruction to students who need tier 2 intervention in ELA, based on SBAC and iReady data.

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

Amount(s)	Source(s)
\$36,000	TITLE 1

### **Strategy/Activity #2**

#### **Students to be Served by this Strategy/Activity (update actions and budget)**

EL Students

#### **Strategy/Activity**

Support teachers with professional development and collaboration with a literacy coach to provide best practices and strategies for differentiation of the curriculum based on SBAC and iReady data.

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

Amount(s)	Source(s)
\$71,079	TITLE 1

**Strategy/Activity #3****Students to be served by this Strategy/Activity**

EL Students

**Strategy/Activity**

Teachers will use additional small group instruction to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/training/planning time will be provided for Hayes teachers with the goals of increasing student proficiency.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

0

District or no cost to this strategy

**Strategy/Activity #4****Students to be Served by this Strategy/Activity**

EL Students

**Strategy/Activity**

Upper grade teachers will provide before and after school math academies, utilizing best practices for EL students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

\$0

District Funded

**Strategy/Activity #5****Students to be Served by this Strategy/Activity**

EL Students

**Strategy/Activity**

Purchase licenses for Reading A to Z, RAZ Kids and Brain Pop as supplemental resources to support reading, comprehension and fluency

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**\$8545****TITLE 1****Strategy/Activity #6****Students to be Served by this Strategy/Activity**

EL Students

## Strategy/Activity

Support families with learning how to access instruction using technology through ParentSquare, Google Translate and outreach by Community Liaisons and English Language Teaching Partner Instructional Assistant.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**\$0****District Funded****Strategy/Activity 7****Students to be Served by this Strategy/Activity**

EL Students

## Strategy/Activity

Host Summer Program for students transitioning back to in person instruction, including academics, collaboration and social emotional learning components.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**\$0****District Funded ELO**

### Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

#### Identified Need

*As a site our data is showing that our students with disabilities are lower than other student groups on the CA Dashboard as well as on SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.*

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<b>ELA</b> 2015: 12% 2016: 12% 2017: 12% 2018: 17% 2019: 9% 2020: Data not available  <b>Math</b> 2015: 7% 2016: 6% 2017: 14% 2018: 23% 2019: 13% 2020: Data not available	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Yellow 2019: Red 2020: Data not available	Improve attendance rate by 10%
CA Dashboard Suspension Levels for Students with Disabilities	2017: Red 2018: Orange 2019: Orange 2020: Data not available	Increase Dashboard level from Orange to Yellow
Least Restrictive Environment Targets	<b>2019:</b> Target met: 100% of students with disabilities in Gen Ed at least 80% of their day. <b>2020:</b> 94% of students with	We will continue to meet the State targets on the Performance Indicator Review Measure of the

	disabilities in Gen Ed at least 80% of their day.	amount of service on an IEP.
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Update inclusion and dashboard data related to actions/strategies

### **Strategy/Activity #1**

#### **Students to be Served by this Strategy/Activity (Update budget and actions)**

Students with Disabilities and potential students at risk for special education identification

#### **Strategy/Activity**

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. Associated topics of this meeting are students who need tier 2 interventions and strategies. The goal is to provide intervention early.

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

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

### **Strategy/Activity #2**

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

Students with Disabilities and potential students at risk for special education identification

#### **Strategy/Activity**

As needed, hold support staff extension meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

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

Amount(s)	Source(s)
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\$0	No site cost associated with this strategy
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### **Strategy/Activity #3**

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

Students with Disabilities

#### **Strategy/Activity**

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Hayes. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Hayes. The RSP teacher co teaches in classes where there are larger numbers of RSP students. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

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

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

### **Strategy/Activity #4**

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

Students with Disabilities

#### **Strategy/Activity**

Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady Teacher Toolbox, additional Reading A to Z licences, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0 to site	iReady Teacher Toolbox District supported Reading A to Z licence costs in Goal 1

**Strategy/Activity #5****Students to be Served by this Strategy/Activity**

Students with Disabilities

**Strategy/Activity**

Provide Resource teacher and Instructional Assistant Support collaboration time to support general education teachers in addressing the learning needs or foundational skill gaps for students with disabilities.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

**Strategy/Activity #6****Students to be Served by this Strategy/Activity**

Students with Disabilities

**Strategy/Activity**

Teachers will use additional small group instruction time to support the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

## Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

### Identified Need

*Some teachers implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	2018-19: 44.4% of 3rd-6th grade students reported daily	Increase the % of 3rd-6th grade students who report using technology daily as an instructional tool by 25%
SBAC Participation Rates	2018-19: Math: 99.15% ELA: 98.01% 2020: Data not available	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

**Strategy/Activity #1****Students to be Served by this Strategy/Activity**

All Students, specifically targeting 5th and 6th graders

**Strategy/Activity**

Reach out to community resources like the San Jose Police Department "Team Kids" division, our district Educational Technology coach to receive lessons, training and assemblies about safe and respectful online practices. Additionally, all students receive PBIS lessons around safe, respectful and responsible technology use.

**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	District provided resources or free community resource

**Strategy/Activity #2****Students to be Served by this Strategy/Activity**

All students

**Strategy/Activity**

Replace outdated and irreparable classroom technology (document projectors, screens, speakers, etc)

Amount(s)	Source(s)
\$8,000	LCFF

#### Strategy/Activity #4

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

All Students

##### Strategy/Activity

Through ParentSquare, phone calling families and other forms of community outreach, consistently monitor and support community tech needs.

##### 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	District provided resources or free community resource

#### Strategy/Activity #5

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

All Students

##### Strategy/Activity

Teachers will need additional professional development/training/planning time to meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. Extra training for staff will help them address learning needs or foundational skill gaps for students in technology proficiency.

Amount(s)	Source(s)
\$0	District provided resources

## Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

### Identified Need

*For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.*

*For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.*

*Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.*

### Distance Learning Need

*Strategies to keep students engaged as they experience Increased stress and SEL needs.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	<b>All Students</b> 2018: Orange 2019: Red 2020: Data not available	For chronic absenteeism, improve one level for all students.
Suspension and Expulsion Rates	<b>All Students</b> 2018: Yellow 2019: Orange 2020: Dashboard data unavailable (District Discipline Count=0)	For suspensions, improve one level
Attendance Rate	Monthly Attendance Rate <b>All Students:</b> <b>2018:</b> 95.59% <b>2019:</b> 94.47%	Maintain a 98% attendance rate for all students in each month August-June.

	<b>2020: 97.07%</b>	
CA Healthy Kids Survey	<p><b>2019-2020:(survey size 13% of 5th graders )</b>  93% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.</p> <p>40% of the students who took the CAA Healthy Kids Survey shared that they meaningfully participate in decision making etc. at school.</p> <p><b>2020-2021: (survey size 87% of 5th graders)</b>  88% of the students that took the CAA Healthy Kids Survey during Distance Learning shared that they had not experienced any cyber-bullying.</p>	<p>Maintain the percent of students reporting feeling safe within a positive school climate as reported on the California Healthy Kids Survey.</p> <p>Increase the amount of students who feel meaningful participation in what happens at the school by 20%.</p>
Nearpod Usage	<p><b>Through October 2020</b>  215 Sessions</p>	<p>Increase Nearpod usage monthly especially in classes where usage is low</p>

### Strategy/Activity #1

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

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

#### Strategy/Activity

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Continue PBIS Mentor at site to support the implementation through data analysis.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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## **Strategy/Activity #2**

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

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

### **Strategy/Activity**

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED).

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports.

Share monthly attendance reports with staff, parents and community members during school monthly meetings.

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

Amount(s)	Source(s)
\$0	District provided resources or free community resource

## **Strategy/Activity #3**

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

All students

### **Strategy/Activity**

Meet monthly with Noon Duty Staff to provide professional development around school expectations and implementation during lunch.

Amount(s)	Source(s)
\$200	LCFF

## **Strategy/Activity #4**

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

All Students

Strategy/Activity

Provide *Leader in Me* professional development to staff to empower a paradigm shift about their own and their students' 21st century **leadership** and life skills.

Amount(s)

Source(s)

\$30,000

Title 1

**Strategy/Activity #5****Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Refer students for counseling and mental health support to Alum Rock Counseling and to the District provided social worker intern.

Amount(s)

Source(s)

\$0

District provided resources or free community resource

**Strategy/Activity #6****Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Encourage teachers to use Nearpod in addition to LIME resources to meet their students and families "outside the box".

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources

### Strategy/Activity #7

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

All students

#### Strategy/Activity

Teachers will hold daily morning meetings to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. The meetings will help them identify students who need additional SEL support as well as foster a sense of community and safety.

Amount(s)	Source(s)
\$0	District provided resources

### Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

#### Identified Need

*Hayes has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings, we see less than 50% consistent representation at various parent meetings and school events. Hayes principal will continue to use the parking lot as the in person forum to actively engage families and community members after a year-and-a-half of distance or hybrid learning.*

*The average visits to school website and social media pages is monthly. Our goal is weekly.*

*95 parents responded to the California Healthy Kids Survey. 76% of those respondents felt our school/district has done a good job keeping them informed about remote learning.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	<b>2019-2020</b>  <b>2020-2021- 95 parents responded</b>	We will increase parent responses on the questions below from the CA Healthy Kids Annual Parent Survey to strongly agree and Agree by 5% from the prior year 76% of those respondents felt our school/district has done a good job keeping them informed about remote learning.
Attendance at Parent Meetings	<b>2019-2020:</b> Historically low ELAC parent to meetings. Meetings canceled due to COVID 19.  <b>2020-2021:</b> Held 2 virtual ELAC Meetings	Hold four annual ELAC Meetings and increase attendance.  Approximately 10 parents attended each meeting.
DELAC Attendance	<b>2020-2021:</b> Hayes Parent Rep. attended 1 out of 6 District Meetings	Increase participation at District DELAC to 5 out of 6 meetings.
Parent Email Subscriptions to ParentSquare	100% of families have correct email on file.	We will continue to maintain 100% parent subscriptions.

### Strategy/Activity #1

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

*Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District provided resources or free community resource

**Strategy/Activity #2**

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

All students

**Strategy/Activity**

*School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District provided resources or free community resource

**Strategy/Activity #3**

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

All students, with a focus on students with disabilities and english learners.

**Strategy/Activity**

*Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings.*

- *Parent Information Nights on topics relevant to parenting and student success*
- *GATE information nights about the program in grades 4-6*
- *Family Life Education Night in grades 5 and 7*
- *SEAL workshops and gallery walks about the strategies, curriculum and home connection*
- *Adult ESL class offerings*

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

Amount(s)	Source(s)
\$0	District provided resources or free community resource

#### **Strategy/Activity #4**

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

All students, with a focus on EL students

Strategy/Activity

Provide incentives and school supplies to families attending lowest attendance meetings. (ELAC)

Amount(s)	Source(s)
\$2,051	Title 1

#### **Strategy/Activity #5**

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

All students

Strategy/Activity

Continue hosting Community building events such as Movie Nights, Family Dances and Dinner Nights Out. (When deemed safe)

Amount(s)	Source(s)
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\$0	District provided resources or free community resource
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### **Strategy/Activity #6**

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

All students

Strategy/Activity

Continue to promote Hayes via social communication (Facebook, School Website, Parent Square)

Amount(s)	Source(s)
\$0	District provided resources or free community resource

### **Strategy/Activity #7**

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

All students

Strategy/Activity

Hold all parent meetings and office hours virtually either via google meet or zoom, continue to rely regularly on ParentSquare and our Hayes Facebook page for information and celebration communication.

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

Amount(s)	Source(s)
\$0	District provided resources or free community resource

# Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$160,367
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	\$195,586

## Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
<b>LCFF</b>	<b>\$35,219</b>

Subtotal of state or local funds included for this school: \$213,103

Total of federal, state, and/or local funds for this school: \$213,103