School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Ralph E. Hawes Elementary School	30-66530-6094643	February 17, 2021	March 9, 2021

Purpose and Description

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

Schoolwide Program

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

Hawes Elementary School's SPSA maximizes the available resources and is aligned with the HBCSD Local Control and Accountability Plan (LCAP) which focuses on Common Core State Standards, Communication with our school community through engagement and improved services and Connections that support academic success for all district students through the provision of a safe and supportive environment. Additionally, Hawes' SPSA also represents the goals and programs required in the Every Student Success Act (ESSA). As authorized in ESSA, Hawes' SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures and activities for specific student groups.

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).

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. Of the 3,964 families surveyed, 2,851 responded (72% response rate), 56.3% families preferred a traditional model, 45.5% found a hybrid model suitable, and 73.7% did not prefer a 100% virtual or distance learning model of reopening schools. The results were presented and shared with the community at the July 22, 2020 Board Study Session and posted on the District's website. At the conclusion of the 2019-2020 school year, a survey was given to families, teachers, and staff to provide input and planning for the 2020-2021 school year. Survey results indicated the following needs:1) Preference for traditional schedule; 2) Priority for Health and Safety measures to be taken to ensure safe return to school; 3) Increase in access and frequency of communication with teacher; 4) Increase in variety of learning opportunities and programs to mirror that of in-person instruction; 5) Provide ongoing professional development and resources to support distance learning. An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or a blended model when deemed safe to do so. Ten percent of HBCSD families elected to participate in distance learning for the 2020-2021 school year with 21 teachers volunteering to teach in distance learning for the 2020-2021 school year.

The California Healthy Kids Survey was administered to students and parents of 5th/7th graders and to all staff in 2019-2020. Results from the survey indicate areas of need as: meaningful participation in school (greater say in what students learn).

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

The site principal makes formal and informal classroom observations. Formal observations are completed in compliance with the collective bargaining agreement between HBCSD and HBETA. Informal observations are completed as often as possible and at different times throughout the day. Data from informal observations is used to inform our instruction, measure progress on school-wide goals, and improve student achievement. All observations provide additional data and information to better address student needs.

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)

A variety of assessment tools are used to measure student performance and evaluate programs. The results of school demographic and student performance data from SBAC are used for program evaluation and to plan for program improvement. Individual student scores on our Benchmark Assessments and SBAC are used to monitor student achievement and inform instruction. Data from these multiple measures are examined, trends are analyzed, and school-wide program decisions are made. Focus is given to analyzing data from CCSS claims and targets to ensure that students develop mastery of skills.

Results of summative student performance data are analyzed annually to determine relative strengths and weaknesses. This data is used to evaluate program effectiveness over time as well as to track the improvement of student groups on the SBAC. Grade level, school-wide, and individual student progress is analyzed. Areas of need are identified and action plans that include staff development and the purchase of instructional materials are implemented.

DIBELS, Accelerated Reader assessments, and ST Math progress as well as district-wide benchmarks are administered to all students a minimum of three times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice.

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

Hawes' staff utilize common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers review the data from benchmark and other common assessments to determine students' level of proficiency and then make instructional changes as necessary. Hawes Elementary implements district-wide assessments in ELA and Math to measure student progress based on the California Common Core Standards. We also use our scores from DIBELS and Benchmark testing to measure progress. Data from ST Math student reports and AR reports are used to inform instruction and student progress is communicated to parents on an on-going basis. Teachers review the data from these assessments to measure student level of proficiency and to determine if instructional changes or student support is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Hawes, 100% of the staff meet the requirements of ESEA and are considered highly qualified.

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

Hawes has a fully credentialed teacher in every classroom. Additionally, the teaching staff received training for implementing Canvas, Discovery Science and other distance learning tools.

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

STAFF DEVELOPMENT ALIGNED WITH STANDARDS
Staff development at Hawes is focused on meeting the needs of all students to increase student achievement. At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans. Planning days (every Wednesday) facilitate grade level team collaboration and planning. Staff meetings, held on a regular basis, are important forums for staff development. Staff meeting time is used to continue learning on topics related to instructional strategies, analysis of student data, and the integration of technology as a tool.

In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reflect upon their own performance to identify areas for individual and collective growth. During the instructional supervision process, the principal facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning.

Teachers regularly engage in dialogue about best practices and research-based instruction during grade level and staff meetings. Best practices through video, books, articles, links, etc. are shared to foster and promote learning and thinking about our work.

As a school community, we focus on and embrace the role of learning for all. The Hawes staff continue to reflect on practices, pose questions and wonder about our own work and practices. We tap into the expertise of each other in order to enhance the performance of all.

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

Training on technology integration is funded through the district for all classroom teachers. On-going classroom assistance and support is provided on an informal basis by teacher leaders as well as the principal.

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

Teachers collaborate on a weekly/bi-weekly basis. Teachers evaluate data, instruction, assessments, and curriculum as well as plan instruction together. Teachers collaborate at grade level meetings to discuss school business, instructional topics, and other learnings. The Hawes Leadership team meets monthly to discuss and problem solve school-wide needs and issues. This information is then disseminated to the staff through grade level team meetings.

Teaching and Learning

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

The goal of the instructional program at Hawes Elementary School is to ensure access to high quality curriculum and instruction for all students in order to meet or exceed the Common Core Standards. The goals outlined in the Single School Plan for Student Achievement are designed to ensure access and understanding for all students, including English Language Learners, advanced learners, students with identified disabilities, and under-performing students. As part of our on-going professional development, we will continue working with teachers on providing first-best instruction and alignment of Common Core Standards. Assessments, which are aligned to the standards as well as the SBAC format, are used to ensure alignment of the written, taught, and tested curriculum. Aside from the adopted ELA and math series, aligned materials and online programs will be purchased as needed.

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

Hawes meets the state recommendation for instructional minutes for ELA and math. Additionally, our school is incorporating concepts included in Social Studies and Science into the ELA curriculum through the use of informational text materials aligned to the standards.

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

The staff will continue to implement the standards sequence schedule, based on discussions and benchmark pacing guides for mathematics and language arts. Staff will continue to refine these practices and adjust pacing based on student performance results. Through data analysis, students in need of intervention and support are identified. Interventions are implemented and students are monitored for progress . Enrichment activities are also provided as students show need for additional engagement.

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

HBCSD utilizes the MyMath series, which is used in conjunction with ST Math and ALEK (grades 3-5).   The District utilizes research-based programs that address the Common Core Standards such as Mind Institute and Thinking Maps. The District adopted Houghton-Mifflin/Harcourt for our English-Language Arts program.

All teachers have embraced Thinking Maps and use them in writing activities. Thinking maps are used for transferring thinking processes, integrating learning, and continuously assessing student achievement across all disciplines and grade levels.

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

HBCSD adopted state approved materials. Through a district process, materials were identified and purchased that best meet the needs of our student population across the district. Teachers access Inspire and Activate through Illuminate as well as CAASSP resources to support implementation of standards-based instruction.

Opportunity and Equal Educational Access

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

District and donation funding provide staff development, teacher release time, additional technology and instructional materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized by each grade level team.   We will continue to expand our before and after school extensions of the learning day.

Grade level teams meet on a regular basis to develop goals, plan instruction, analyze student performance data, identify intervention strategies, and develop common assessments.

Hawes teachers use guided reading and reciprocal teaching strategies during small and whole group instruction. Flexible grouping and differentiation are used to ensure that all learners have access to the core curriculum and mastery of the standards.

Evidence-based educational practices to raise student achievement

Through professional development, Hawes teachers focus on first best instruction to ensure that all students are engaged in learning and mastery. Additionally, the use of ST Math, Number Talks, and CGI are utilized school-wide to enhance learning and build problem-solving skills in all students. The use of Thinking Maps is integrated across the curriculum. Teachers focus on unpacking the standards across grade levels to ensure common academic vocabulary is used and standards are mastered at the identified grade level.

Parental Engagement

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

Parent involvement is a huge component of Team Hawes with over 20,000 hours of documented volunteer time. Our parents are partners in our learning and assist in a multitude of ways including volunteering in the classroom, around school, at home, and on field trips. Through our PTA, parents, and community partnerships, opportunities to support all learners through before and after school programs are provided.

Teachers develop intervention strategies that address the needs of under-performing students. Home/school communication is frequent and timely through the use of web-based communication, websites, social media and Enews messages.

At Hawes Elementary School, there is a referral system in place to access the additional support and guidance of a Student Study Team. The Student Study Team meets as needed to develop additional support plans within the general education program. The School Psychologist is available five days a week and serves as a valuable resource to teachers and parents. A counselor from Outreach Concern provides school-based support four days a week.

Students, who continue to struggle in the general education curriculum in spite of receiving significant intervention and supports, are referred for assessment with a multidisciplinary team. The multidisciplinary team consists of specialists as determined by the suspected disability and may include the school psychologist, speech pathologist, resource specialist, OT Specialist, APE, Vision Support, etc. as needed.

Community health services are available as needed. Free or reduced lunch is provided for eligible students.

Hawes Elementary School makes school attendance a priority and works with families to ensure that every child attends school regularly. Perfect attendance as well as an overall attendance rate of 98% is encouraged through positive incentives. Last year, our overall school attendance rate was 97.8%; therefore, we will continue to utilize incentives to promote increased attendance.

LCFF funding is used to support ELL and under-achieving students through the purchase of materials, technology, and other supports for intervention.

Through district support, Hawes students can access counseling services through a referral process.

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)

Stakeholders from across the district developed the HBCSD LCAP. Through the identification of priority areas, the analysis of parent survey data and student achievement data, the Hawes staff worked collaboratively to establish the goals for the Single School Plan for Student Achievement. The Hawes School Site Council reviews and approves the Single Plan for Student Achievement and provides feedback and recommendations. Information regarding the school goals is shared at the PTA meetings and input is solicited on ways to continue to improve our instructional program.

Funding

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

Categorical funds support the following programs and instructional practices to enable under-performing students to meet standards:
MATERIALS: Non-Fiction Readers, materials for Factwise, Thinking Maps and other school wide programs
TECHNOLOGY: replacement, iPad applications

TARGETED STAFF DEVELOPMENT
WRITE FROM THE BEGINNING
DATA ANALYSIS: release time
EMBEDDING TECHNOLOGY ACROSS THE CURRICULUM

Fiscal support (EPC)

Fiscal support includes PTSA donations, grants, direct donations, and state funding consisting of general funds and LCFF.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement is a critical component of the development of the SPSA. Hawes' SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Hawes and district level. Several meetings, at the site level take place in late August and September to look at data and formulate goals for the school year based on school needs. District staff then joins the discussions to offer budgetary information and instructional support to ensure that the site goals are aligned with the district LCAP goals. Hawes informs parents through the school newsletter of all parent meetings at the school and district levels such as School Site Council (SSC), District Advisory Council and District English Learner Advisory Communities (DAC/DELAC). After these initial meetings, site administration develops a SPSA draft to present to the School Site Council and PTSA for additional parental input. During these parent meetings, School Site Council is also provided an opportunity to complete an annual review of the previous year's SPSA goals. These community groups collaborate in late October to help finalize the SPSA draft before it goes for School Board approval.

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. On July 27, four work groups totaling 69 members, consisting of administrators, teachers, classified staff, and parents, assembled the plan for the Learning Continuity and Attendance Plan (LCP). Work groups consisted of safety and logistics, curriculum and instruction, health and hygiene, and mental health and wellness. The specific make up of the groups represented an interdisciplinary approach including the interests and perspectives from health services, academics, special education, site operations, technology, assessment and accountability. Parents represented families from a cross section of stakeholders including District English Advisory Committee (DELAC), Parent Teacher Association (PTA), parents of students receiving special education services, and students from Title I schools. Classified and certificated staff, including members of the association's leadership teams, were included in the work groups. An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or a blended model when deemed safe to do so.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.17%	%		1	
African American	0.51%	0.51%	0.6%	3	3	3
Asian	12.8%	13.16%	15.2%	75	77	75
Filipino	0.85%	1.03%	0.8%	5	6	4
Hispanic/Latino	12.12%	12.99%	13.6%	71	76	67
Pacific Islander	0.34%	0.68%	0.4%	2	4	2
White	59.73%	56.92%	52.9%	350	333	261
Multiple/No Response	12.97%	1.71%	13.6%	76	75	67
			Total Enrollment	586	585	493

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	92	101	133
Grade 1	97	102	70
Grade 2	85	97	72
Grade3	110	83	69
Grade 4	98	107	56
Grade 5	104	95	93
Total Enrollment	586	585	493

Student Enrollment by Grade Level

Conclusions based on this data:

1. Hawes' enrollment has slightly decreased over this time period.

2. Hawes' sub group population, for most sub-groups, remains fairly consistent.

3. The Asian sub-group is slowly increasing as the Causian sub-group decreases.

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	9	16	19	1.5%	2.7%	3.9%
Fluent English Proficient (FEP)	35	39	30	6.0%	6.7%	6.1%
Reclassified Fluent English Proficient (RFEP)	0	1	5	0.0%	11.1%	31.3%

Conclusions based on this data:

1. The EL population at Hawes continues to remain steady.

2. Supporting these few students within the classroom through differentiation will continue to be a challenge. A bilingual instructional aide works with identified students.

3. We have an increased number of RFEP over this period of time.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	96	111	99	96	111	99	96	111	99	100	100
Grade 4	105	104	95	101	103	95	101	103	95	96.2	99	100
Grade 5	121	104	105	118	101	103	118	101	103	97.5	97.1	98.1
All Grades	326	304	311	318	300	309	318	300	309	97.5	98.7	99.4

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2470.	2485.	2481.	44.44	46.88	51.35	28.28	30.21	19.82	13.13	13.54	24.32	14.14	9.38	4.50
Grade 4	2554.	2534.	2560.	64.36	50.49	65.26	26.73	29.13	21.05	5.94	13.59	10.53	2.97	6.80	3.16
Grade 5	2579.	2588.	2567.	55.93	59.41	45.63	27.97	27.72	36.89	9.32	9.90	12.62	6.78	2.97	4.85
All Grades	N/A	N/A	N/A	55.03	52.33	53.72	27.67	29.00	25.89	9.43	12.33	16.18	7.86	6.33	4.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.35	53.13	49.55	48.48	34.38	42.34	16.16	12.50	8.11
Grade 4	54.46	46.60	53.68	42.57	42.72	44.21	2.97	10.68	2.11
Grade 5	48.31	49.00	46.60	43.22	48.00	45.63	8.47	3.00	7.77
All Grades	46.23	49.50	49.84	44.65	41.81	44.01	9.12	8.70	6.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.43	45.83	41.44	40.40	43.75	47.75	16.16	10.42	10.81
Grade 4	70.30	58.25	64.21	26.73	33.01	31.58	2.97	8.74	4.21
Grade 5	69.49	69.00	56.31	26.27	27.00	35.92	4.24	4.00	7.77
All Grades	61.64	57.86	53.40	30.82	34.45	38.83	7.55	7.69	7.77

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.28	32.29	36.04	61.62	60.42	60.36	10.10	7.29	3.60
Grade 4	33.66	31.07	49.47	58.42	62.14	46.32	7.92	6.80	4.21
Grade 5	28.81	41.00	30.10	63.56	58.00	62.14	7.63	1.00	7.77
All Grades	30.19	34.78	38.19	61.32	60.20	56.63	8.49	5.02	5.18

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.43	53.13	42.34	45.45	37.50	42.34	11.11	9.38	15.32
Grade 4	66.34	55.34	56.84	27.72	37.86	40.00	5.94	6.80	3.16
Grade 5	63.56	65.00	46.60	29.66	32.00	47.57	6.78	3.00	5.83
All Grades	58.18	57.86	48.22	33.96	35.79	43.37	7.86	6.35	8.41

Conclusions based on this data:

1. Overall when ELA is broken into components, students exceeding, meeting or nearly meeting standards is: 93.85% in Reading, 92.23% in writing,94.82% in listening and 91.50% for research and inquiry.

2. Overall in ELA 79.61% of our students met or exceeded achievement standards.

3. Targeted instruction is required for students below or near meeting standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	100	96	111	99	96	111	99	96	111	99	100	100
Grade 4	105	104	95	101	103	95	101	103	95	96.2	99	100
Grade 5	121	104	105	118	101	104	117	101	104	97.5	97.1	99
All Grades	326	304	311	318	300	310	317	300	310	97.5	98.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2493.	2494.	2488.	46.46	46.88	41.44	35.35	34.38	39.64	11.11	11.46	10.81	7.07	7.29	8.11
Grade 4	2558.	2547.	2569.	54.46	55.34	66.32	36.63	31.07	26.32	7.92	7.77	7.37	0.99	5.83	0.00
Grade 5	2583.	2584.	2566.	55.56	55.45	40.38	28.21	28.71	39.42	11.11	12.87	12.50	5.13	2.97	7.69
All Grades	N/A	N/A	N/A	52.37	52.67	48.71	33.12	31.33	35.48	10.09	10.67	10.32	4.42	5.33	5.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69.70	62.50	57.66	20.20	30.21	31.53	10.10	7.29	10.81
Grade 4	78.22	78.64	81.05	18.81	11.65	16.84	2.97	9.71	2.11
Grade 5	70.94	66.00	61.54	22.22	29.00	27.88	6.84	5.00	10.58
All Grades	72.87	69.23	66.13	20.50	23.41	25.81	6.62	7.36	8.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.53	52.08	50.45	40.40	38.54	45.05	7.07	9.38	4.50
Grade 4	61.39	54.37	63.16	35.64	38.83	33.68	2.97	6.80	3.16
Grade 5	44.44	56.44	45.19	48.72	36.63	46.15	6.84	6.93	8.65
All Grades	52.37	54.33	52.58	41.96	38.00	41.94	5.68	7.67	5.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61.62	57.29	47.75	28.28	34.38	42.34	10.10	8.33	9.91
Grade 4	64.36	60.19	67.37	31.68	31.07	29.47	3.96	8.74	3.16
Grade 5	52.99	49.00	37.50	39.32	46.00	52.88	7.69	5.00	9.62
All Grades	59.31	55.52	50.32	33.44	37.12	41.94	7.26	7.36	7.74

Conclusions based on this data:

1. In the overall performance data, the majority of our students (84.19%) exceeded or met performance standards. The number of students participating in the test has increased.

2. In breaking the data into components, students exceeded, met or nearly met the standards: 91.94% for concepts and procedures; 94.52%in problem solving and modeling; and, 92.26% for communicating reasoning.

3. Targeted instruction will need to be in place for students who are performing below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
Grade 1	*	*	*	*	*	*	*	*
Grade 2		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
All Grades							*	9

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*	*	*	*	*	*	*
4	*	*		*	*	*		*	*	*
All Grades	*	*		*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
1	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
585	**9.9**	**2.7**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	2.7
Homeless	1	0.2
Socioeconomically Disadvantaged	58	9.9
Students with Disabilities	84	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	1	0.2
Asian	77	13.2
Filipino	6	1.0
Hispanic	76	13.0
Two or More Races	75	12.8
Pacific Islander	4	0.7
White	333	56.9

Conclusions based on this data:

1. Largest sub groups at Hawes' are socio-economically disadvantaged , students with disabilities, Asian, Hispanic and Two or More races.

2. With two special day classes on campus, our total enrollment of students with disabilities is higher than 10%.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Blue		

Conclusions based on this data:

1. A more intentional focus will need to be given to ELA and Math to increase our student performance from green to blue.

School and Student Performance Data

Academic Performance
English Language Arts
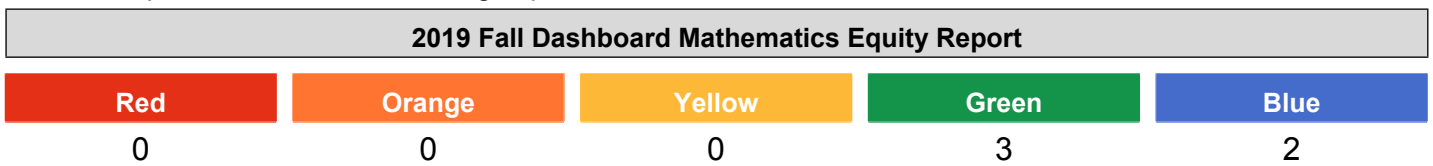
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2

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**
Blue	No Performance Color	No Performance Color
64.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -2.4 points	5	
308		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	27.5 points above standard	8.4 points above standard
1	Declined Significantly -19.5 points	Increased ++9.2 points
	28	57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	94.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Maintained -2.3 points	2
		38	

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
28.9 points above standard	84.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	61.1 points above standard
Declined -12.5 points	Increased ++11.5 points	1	Declined -3.4 points
38	39		189

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	65.5 points above standard
2	3	Maintained -0.8 points
		287

Conclusions based on this data:

1. Based on overall performance across the subgroups, a greater focus needs to be placed on students with disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2

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	**English Learners**	**Foster Youth**
Blue	No Performance Color	
56.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Maintained -1.9 points		
308	5	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	22.6 points above standard	1.4 points below standard
	Declined Significantly -20.6 points	Increased ++6.5 points
1	28	57

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		Green 83.2 points above standard Declined Significantly -16.3 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 22.7 points above standard Declined Significantly -15.4 points 38	Blue 71.6 points above standard Increased Significantly ++16.6 points 39	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 53.1 points above standard Maintained -0.8 points 189

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 3	56.1 points above standard Maintained ++0.1 points 287

Conclusions based on this data:

1. Overall our student performance in math across all subgroups continues to be strong and gains are being made.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
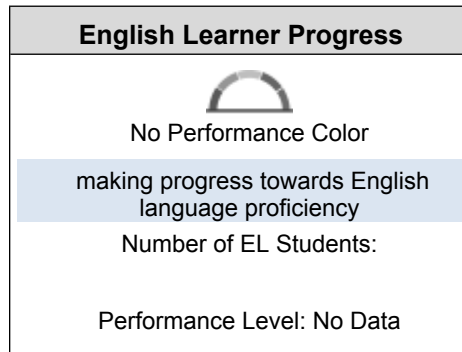
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Conclusions based on this data:

1. Our EL students, who are few in number, are performing at high levels.

2. Although there was a significant decline in the performance of EL students in the area of ELA, these students are still high performing.

3. Our school, as a whole, will be focusing on ELA more intentionally.
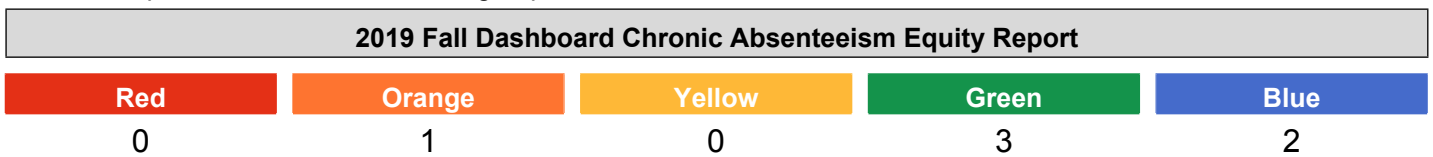
School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	2

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
Green	No Performance Color	No Performance Color
2.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	9	0
594		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	4.3	3.8
2	Declined -2.1	Maintained 0
	70	104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.3	Less than 11 Students - Data Not Displayed for Privacy
3	0	Increased +1.3	5
		77	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
7	1.3	Less than 11 Students - Data Not Displayed for Privacy	2
Increased +3	Maintained 0	2	Maintained +0.4
71	80		356

Conclusions based on this data:

1. A focus on increasing the awareness of good attendance patterns will continue.

2. Staff will continue to support positive attendance through information sharing, positive incentives and other supportive strategies.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
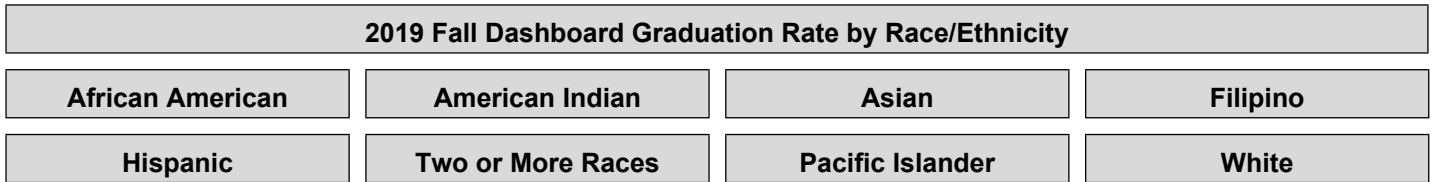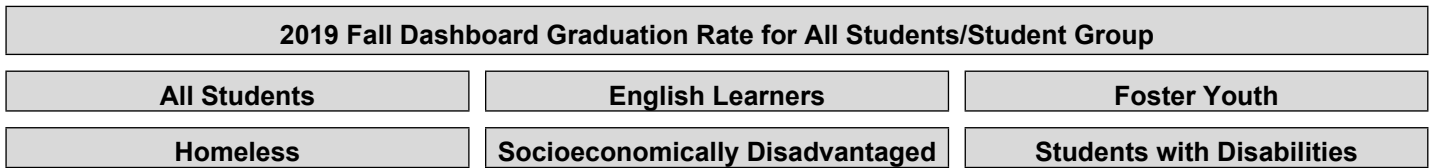
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
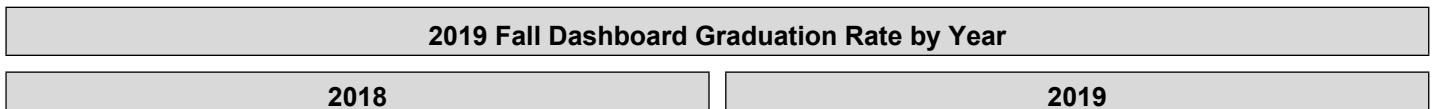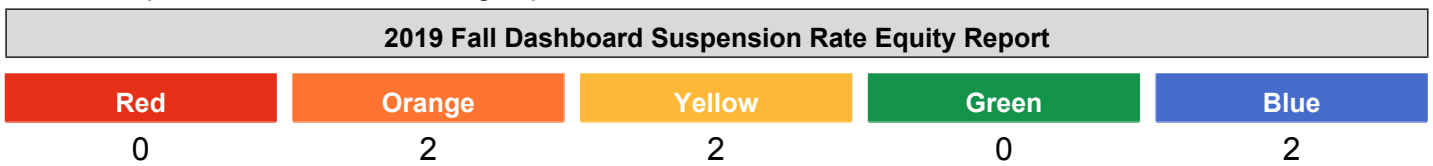
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	2

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	English Learners	Foster Youth
Green	No Performance Color	
0.7	Less than 11 Students - Data Not Displayed for Privacy	
	9	
Maintained +0.2		
595		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	1.4	1
2		
	Increased +1.4	Increased +1
	70	105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
3		Maintained 0	5
		77	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Blue
1.4	2.5	Less than 11 Students - Data	0.3
Maintained +0.1	Increased +2.5	2	Maintained -0.2
71	80		357

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.7

Conclusions based on this data:

1. Suspension is only used in extreme situations per Education Code and when other means of correction have failed.

2. Suspension rates are very low at Hawes and are based upon unique situations.

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

HBCSD will provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program (English Language Arts Mathematics Science Social Studies Fine Arts Physical Education) and supporting all employees with comprehensive Professional Development to support each staff member with the skills to be successful.

Goal 1

Students increase proficiency by 3% in ELA and Math in all subgroups through first, best instruction.

Identified Need

Due to school closing and remote learning and in order to address student regression/recoupment, we need to Increase the number of students moving from Level 2 into Levels 3 and 4 as reported in CAASPP, using 2018-2019 data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our proficiency rate will be measured using the following data: CAASPP data, DIBELS, STAR Early Literacy, STAR Reading, STAR Math, Utilization of Canvas, % of utilization of AR/Renaissance, Reading Instruction, ST Math, Technology/Modernization, % of staff participation in trainings and PD survey results	SBAC data from the 2018-2019 school year was used due to the COVID-19 closures in March. Our proficiency rates were: 3rd grade - 71%; 4th grade - 86%; and, 5th grade - 83%.	Students will increase proficiency by 3% in ELA and Math in all subgroups

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

2 Bilingual Instructional Assistants - provide EL support/intervention- work directly with English Learners identified by providing small group instruction or one-on-one support. They will provide support in both the virtual model using ZOOM or by phone. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income 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)
3520.	Title III Immigrant Education Program
	Title III Part A: Language Instruction for LEP Students
	LCFF - Supplemental
	General Fund

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

Renaissance Contract was purchased to provide a comprehensive pre-K to 8th grade interim and formative assessment suite. Renaissance Star 360® delivers a valid, reliable screening, progress monitoring, and student growth data to make informed decisions about instruction, guide student growth toward mastery of state-specific learning standards for reading, math, and early literacy. The purchased suite includes STAR 360, Accelerated Reader, Renaissance platform and data dashboard.

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)
37,500	District Funded

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

Special Education students

Strategy/Activity

Sonday System Intervention materials will be implemented. This comprehensive line of materials provides multisensory reading instruction to students from pre-K through 8th grade using reading levels and proven Orton-Gillingham methods.

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)
16,687	General Fund

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the shutdown in March 2020 resulting from the coronavirus pandemic, Hawes was unable to complete the implementation of Write from the Beginning nor continue our focus on first/best reading instruction. Instead, instruction shifted from in-person to emergency remote learning.

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

Through the instruction shifted from in-person to emergency remote learning from March 13, 2020 through June 19, 2020, our plan could not be implemented and training was not finished.

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.

As a result of the coronavirus shut down in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes. Data compiled from teacher and curriculum based assessments indicate a need for improving student recoupment of progress and decrease the regression students experienced due to remote learning.

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

HBCSD will engage families and stakeholders through ongoing communication, collaborative decision making, and the development of academic partnerships to address achievement, behavioral, and social-emotional development in order to develop trust, respect, and strong academic performance in all schools throughout our district.

Goal 2

By June 2021, schools will utilize various communication platforms to engage families and develop academic partnerships.

Identified Need

Parents play an integral role in the education of Hawes students. Our connections with parents and families declined due to the pandemic. Due to remote learning and the inability to host families on campus, the need to strengthen communication and connections with families has increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data analysis of: Attendance rates, Discipline data, Suspension data, Surveys, SeeSaw data (elementary only) , Parent Square data and Canvas utilization	As noted on our site state dashboard, Hawes has few discipline related issues noted, putting us in the green color category. Our attendance was in the blue category.	Hawes will increase parent engagement as evidenced by school's reach and frequency of communication, i.e. weekly newsletter, appreciations/responses, and participation in school committees.

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

ParentSquare Communication will be purchased districtwide to provide families with a more comprehensive communication platform. ParentSquare provides a more user-friendly interface and increased functionality over the platform previously used in HBCSD. The ParentSquare platform will be used at the school and district level to facilitate communication with HBCSD families. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred language. This resource

contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income 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)
4,000	District Funded

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

Follett Destiny Resource Manager- Library Manager is a complete library management system that allows librarians and administrators to keep thorough, real-time track of a library's inventory and media assets and gives students a fun means of discovery and reading.

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)
2394.	District Funded

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

Canvas (instructure) learning management solution will be purchased for use across the district to allow accessibility for students struggling to learn, i.e. students with disabilities, English Learners, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on line of text, highlighting features, and audio and visual supports.

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)
2450.	District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

From September though March, 2020, we focused on utilizing web-based technology to improve student engagement. Freckle was purchased and used to individualize instruction in math and language arts. Student progress toward achievement of the standards was monitored through Freckle, DIBELS Next, AR and other web-based materials. Staff engaged in individualized, small group and whole group trainings dependent on the need and topic.

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

There were no major differences between the intended implementation and the budgeted expenditures. instruction shifted from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the coronavirus shut down in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes. Site goals reflect the needs of students in remote learning circumstances.

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

HBCSD will ensure access to the 21st century learning environment and development of 21st century skills in the areas of communication, collaboration, critical thinking, and creativity.

Goal 3

Increase student performance on SBAC claims by 1% as evidenced on teacher lessons/units of instruction addressing higher level thinking skills (5Cs).

Identified Need

With the increased expectation for students to be able to think critically and solve problems, we must provide instruction that both challenges students' ability to use critical thinking skills, while building their foundational understanding. Students need practice working at the higher depth of knowledge levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data analysis of: Implemented classroom lessons/units of instruction- including depth of complexity and DOK, SBAC claims, increased number of student voice/choice (student led) projects, % of staff participation in trainings, and PD survey results	Critical thinking skills, including DOK, are integrated into classroom lessons and instruction. At all grade levels the icons of depth and complexity are used to assess student understanding. Classroom formative assessments inform on-going instruction and provide indications as to understanding and performance levels.	Students will increase performance on SBAC claims by 1% as evidenced on DOK levels 3 and 4.

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

MIND Research (K-5 only)- a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Educators use this program to deeply engage, motivate, and challenge students toward higher achievement.

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

Amount(s)	Source(s)
5000.00	District Funded

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

My On!, a component of the Renaissance Suite gives students access to more than 6,000 enhanced digital books, including Spanish books.   This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students by providing free access to books from all genres 24/7.

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)
5742.	District Funded

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

Provide access to all Hawes students to expansive reading materials that support the reading of expository and informational text (Library Media Center).

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

Amount(s)	Source(s)
2000.00	Site Formula Funds

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Expenditures in the plan were implemented as intended. Materials were purchased to continue the implementation of Factwise at the primary grades. Other supplemental materials were used to support student growth in mathematics.

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

There were no major differences between the intended implementation and the budgeted expenditures. However, instruction shifted from in-person to emergency remote learning from March 13, 2020 through June 19, 2020.

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.

As a result of the coronavirus shut down in March 2020, there were no state or local assessments administered; therefore, the data and actions related to this goal do not have measurable outcomes. Data compiled from teacher and curriculum based assessments indicate a need for a continued focus on math intervention/enrichment due to remote learning and student regression/recoupment. In addition, as we compile data during remote learning, we see a need to ensure the socio-emotional well-being of our students as well as the development of 21st Century Skills.

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

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Amount(s)	Source(s)

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$79,293.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title III Immigrant Education Program	$3,520.00

Subtotal of additional federal funds included for this school: $3,520.00

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

State or Local Programs	Allocation ($)
District Funded	$57,086.00
General Fund	$16,687.00
Site Formula Funds	$2,000.00

Subtotal of state or local funds included for this school: $75,773.00

Total of federal, state, and/or local funds for this school: $79,293.00

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
Julie Jennings	Principal
Christine Zeutzius	Classroom Teacher
Danielle Zankich	Classroom Teacher
Tonya Borns	Classroom Teacher
Jen Mulvania	Other School Staff
Duyen Nuygen	Parent or Community Member
Brian Huber	Parent or Community Member
Jennifer Shea	Parent or Community Member
Therese Comins	Parent or Community Member
Suzanne Abdelrahim	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:
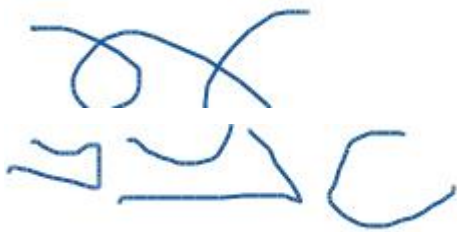
Signature	**Committee or Advisory Group Name**

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 02/17/2021.

Attested:

Principal, Julie Jennings on February 17, 2021
SSC Chairperson, Theresa Fox Comins on February 17, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019