

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Hayes	43696256099451	06/11/20	November 12, 2020

## Purpose and Description

### Schoolwide Program

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

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

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

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

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

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

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

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

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

## **Stakeholder Involvement**

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

*OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.*

*Presentations to stakeholders included:*

*School Site Council  
June 11, 2020*

*Home and School Club  
June 11, 2020*

*English Learner Advisory Committee (ELAC)  
June 11, 2020*

*Hayes Staff  
June 11, 2020*

*The School Site Council approved the SPSA on June 11, 2020.*

## **Resource Inequities**

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners. Through great effort and diligence chromebooks and hotspots have been deployed to all Hayes families needing technical support.

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

Goal 1- additional teachers willing to host before or after school math academies

Goal 2- an additional EL Support person to help coach teachers doing small group designated ELD lessons

Goal 3- additional instructional assistant support for Resource Specialist to allow for more push in classroom and co-teaching

Goal 4- additional chromebooks and carts and access to a digital citizenship consultant

Goal 5- recess sports and PE coach and music program for primary

Goal 6- a public relations and marketing person

## Goals, Strategies, Expenditures, & Annual Review

### Goal 1

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

#### Identified Need

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

#### Distance Learning Need

*Teachers need more planning time to make sure all standards are addressed during Distance Learning.*

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<b>ELA</b> 2015: 47% 2016: 49% 2017: 48% 2018: 55% 2019: 45%  <b>Math</b> 2015: 26% 2016: 35% 2017: 38%	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.

	2018: 47% 2019: 41%	
CA Dashboard Overall Academic Performance Levels	<p><b>ELA</b> 2017: Orange 2018: Green 2019: Orange</p> <p><b>Math</b> 2017: Green 2018: Green 2019: Yellow</p>	Increase by one performance level (green to blue) on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.
iReady Reading and Math Diagnostic Results	<p><b>2019-20</b> Diagnostic 1 to 2 ELA 20% (from 67%) in red/Tier 3 59% (from 33%) in yellow/Tier 2 21% (from 0%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math: 15% (from 71%) in red/Tier 3 69% (from 29%) in yellow/Tier 2 16% (from 0%) in green/Tier 1</p> <p>Diagnostic 2 to 3 ELA: No data available</p> <p>Diagnostic 2 to 3 Math: No data available</p> <p><b>2020-2021</b> Diagnostic 1 ELA 36% in green/Tier 1</p> <p>Diagnostic 1 Math 27% in green/Tier 1</p>	Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1

**Strategy/Activity 1**

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

All Students

Strategy/Activity

*Two Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage New York Math.*

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$6,864</b>	<b>LCFF</b>

**Strategy/Activity #2**

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

All Students

Strategy/Activity

Purchase supplemental resources (including Scholastic and online licences) and supplies to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<b>\$16,620</b>	<b>LCFF</b>
<b>\$1,000</b>	<b>LCFF</b>
<b>\$2,000</b>	<b>LCFF</b>

**Strategy/Activity #3**

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

**\$300**

**LCFF**

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

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

All Students

Strategy/Activity

Schedule Staff meeting training on Distance Learning teaching strategies and utilize District developed website with professional development resources.

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

Amount(s)

Source(s)

**\$0**

**District Funded**

## **Goal 2**

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

### **Identified Need**

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

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

### **Distance Learning Need**

*Tracking and monitoring student engagement and participation has shown that Hayes EL students need the most support for using and benefiting from online instruction, which increases the school's need for contact with these families.*

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs	<p><b>ELA for ELs</b>            2015: 17%            2016: 27%            2017: 32%            2018: 32%            2019: 14%</p> <p><b>Math for ELs</b>            2015: 7%            2016: 23%            2017: 29%            2018: 32%            2019: 21%</p>	Increase the CAASPP SBAC percent of English Learners, meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for English Learners	<p><b>ELA</b>            2017: Yellow            2018: Green            2019: Orange</p> <p><b>Math</b>            2017: Yellow            2018: Green            2019: Orange</p>	Increase EL Performance on CA Dashboard from orange to yellow
ELPAC	2019-Data Unavailable	
EL Reclassification	2019-9 out of 173=5%	We will increase our reclassification results by 5%

### Strategy/Activity #1

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

EL Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity



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

**Strategy/Activity #2**

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

EL Students

Strategy/Activity

ELTP Instructional Assistant plan lessons for targeted designated ELD pull out groups of upper grade EL students using core content that is being taught in general education classrooms.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District funded

**Strategy/Activity #3**

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

EL Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

**Strategy/Activity #4**

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

EL Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$4,469	TITLE 1

**Strategy/Activity #5**

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

EL Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$0	District Funded

**Goal 3**

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

**Identified Need**

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

**Distance Learning Need**

*Students with IEPs need more online instructional time.*

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with	<b>ELA</b> 2015: 12%	Increase the CAASPP SBAC percent of students with

Disabilities	2016: 12% 2017: 12% 2018: 17% 2019: 9%  <b>Math</b> 2015: 7% 2016: 6% 2017: 14% 2018: 23% 2019: 13%	disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Yellow 2019: Red	Improve attendance rate by 10%
CA Dashboard Suspension Levels for Students with Disabilities	2017: Red 2018: Orange 2019: Orange	Increase Dashboard level from Orange to Yellow
Least Restrictive Environment Targets	<b>2019:</b> Target met: 100% of students with disabilities in Gen Ed at least 80% of their day.	We will continue to meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Update inclusion and dashboard data related to actions/strategies

**Strategy/Activity #1**

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

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

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #2**

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

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

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #3**

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

Students with Disabilities

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #4**

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

Students with Disabilities

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #5**

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

Students with Disabilities

Strategy/Activity

Provide Resource teacher and Instructional Assistant Support support outside of general education instructional minutes and in breakout rooms.

## Proposed Expenditures for this Strategy/Activity

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

## Goal 4

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

### Identified Need

*Some teachers implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer.*

### Distance Learning Need

*All students now need 1 to 1 Chromebooks and some households need a hotspot.*

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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District Technology Survey: Daily Technology Usage	2018-19: 44.4% of 3rd-6th grade students reported daily	Increase the % of 3rd-6th grade students who report using technology daily as an instructional tool by 25%
SBAC Participation Rates	2018-19: Math: 99.15% ELA: 98.01%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

**Strategy/Activity #1**

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

All Students

Strategy/Activity

Supplement the number of Chromebooks currently on site.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$63,330	Title 1

**Strategy/Activity #2**

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

All Students, specifically targeting 5th and 6th graders

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity #3**

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	LCFF

**Strategy/Activity #4**

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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



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

## Goal 5

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

### Identified Need

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

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

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

### Distance Learning Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	<b>All Students</b> 2018: Orange 2019: Red	For chronic absenteeism, improve one level for all students.
Suspension and Expulsion Rates	<b>All Students</b> 2018: Yellow 2019: Orange	For suspensions, improve one lever
Attendance Rate	Monthly Attendance Rate <b>All Students:</b>	Maintain a 98% attendance rate for all students in each

	<b>2017-18:</b> 95.59% <b>2018-19:</b> 94.47%	month August-June.
CA Healthy Kids Survey	<b>2020:(survey size 18%)</b> 93% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.  40% of the students who took the CAA Healthy Kids Survey shared that they meaningfully participate in decision making etc. at school.	Maintain the percent of students reporting feeling safe within a positive school climate as reported on the California Healthy Kids Survey.  Increase the amount of students who feel meaningful participation in what happens at the school by 20%.
Nearpod Usage	<b>Through October 2020</b> 215 Sessions	Increase Nearpod usage monthly especially in classes where usage is low

**Strategy/Activity #1**

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

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

Strategy/Activity

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

Three days of Tier III training will be provided for all support staff and one general education teacher at school.

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

Source(s)

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

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

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

**Strategy/Activity**

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

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes.

Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers. Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at site to support the implementation through data analysis.

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #3**

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

All students

**Strategy/Activity**

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

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

**Strategy/Activity #4**

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

All Students

Strategy/Activity

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

Amount(s)

Source(s)

\$30,000	Title 1
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**Strategy/Activity #5**

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

All students

Strategy/Activity

Implement a lunch recess sports/leadership program.

Amount(s)

Source(s)

\$30,000	Title 1
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**Strategy/Activity #6**

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

All students

Strategy/Activity

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

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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### Strategy/Activity #7

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

All students

#### Strategy/Activity

Follow District Re Engagement process and encourage teachers to use Nearpod in addition to LIME resources to meet their students and families “outside the box”.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District provided resources
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### Goal 6

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

#### Identified Need

*Hayes has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings, we see less than 50% consistent representation at various parent meetings and school events.*

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

*39% of respondents on the Stakeholder Communication Survey in October 2018 stated they were “informed enough” on what’s happening in our District and schools. The area parents want*

to know more about, according to this survey, is curriculum and parent resources. Respondents shared their preferred method of communication was email.

From our April 2019 LCAP Stakeholder Survey, 50% of families rate our communication as good to excellent. 67% of respondents rate it as satisfactory to excellent.

### Distance Learning Need

Despite COVID-19 and the transition to remote instruction, keep all parents and guardians engaged, informed and connected.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	<b>2020</b>	We will increase parent responses on the questions below from the CA Healthy Kids Annual Parent Survey to strongly agree and Agree by 5% from the prior year
	50%	*School allows input and welcomes parent contributions
	23%	*School actively seeks out the input of parents before making important decisions
	62%	*Parents feel welcome to participate at the school
	100%	*Teachers at school communicate with parents
	79%	* School promotes respect for all cultural beliefs and practices
Attendance at Parent Meetings	<b>2020:</b> Historically low ELAC parent to meetings.	Hold four annual ELAC Meetings and increase attendance.

	Meetings canceled due to COVID 19.	
Parent Email Subscriptions to ParentSquare	100% of families have correct email on file.	We will continue to maintain 100% parent subscriptions.

**Strategy/Activity #1**

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

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #2**

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
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\$0	District provided resources or free community resource
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**Strategy/Activity #3**

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

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

Strategy/Activity

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

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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity #4**

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

All students, with a focus on EL students

Strategy/Activity

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

Amount(s)	Source(s)
\$2,506	Title 1



\$9,814	Title 1
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**Strategy/Activity #5**

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

All students

Strategy/Activity

Continue hosting Community building events such as Movie Nights, Family Dances and Dinner Nights Out.

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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**Strategy/Activity #6**

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

All students

Strategy/Activity

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

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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**Strategy/Activity #7**

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

All students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$176,119
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,103

### Other State, and Local Funds

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

State or Local Programs	Allocation (\$)
<b>LCFF</b>	<b>\$36,984</b>

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

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

