



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
Richard B. Haydock Academy of Arts and Sciences	56725386055305	October 16, 2019	November 14, 2019

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
Comprehensive Support and Improvement

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.

Haydock Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Haydock Academy draws students from all across the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Haydock's enrollment has increased to over 900 students.

Haydock strives to meet the needs of all our students through a diverse offering of educational settings and courses. Students with specialized needs are served in a variety of settings including three mild to moderate classes, two moderate to severe classes, and four resource teachers that provide instruction in both the co-teaching and pull out SAI models. Haydock students that need designated ELD support are placed into leveled classes to provide for maximum targeting of instruction to support English Learners. Students receive 180 days of instruction during our 8 period day, with one period serving as lunch, and another as advisory. Academic intervention and support is offered to students before, during, and after school.

Haydock Academy is focused on providing a safe, healthy, positive, and respectful environment in which creativity, critical thinking, and responsibility is fostered with all students. Some important aspects of our educational program include student led conferences, designated ELD, access to technology (including one to one IPAD devices), student incentives, after school program, and an Academy focus (Arts and Sciences). We also strive to work in tandem with our parents. Parents are provided various opportunities to become involved in Haydock including parent workshops and trainings, ELAC, School Site Council, and PTA. Other family events are included throughout the year.

Haydock will develop the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District. The School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement program. The Haydock School Site Council will meet regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and Haydock parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students. School Site Council shall also have the proper balance of members to reflect an equal representation of the school staff and parents/community members.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

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

Classroom observations are conducted on a regular basis at Haydock Academy. The purpose of these observations is for school staff to be knowledgeable about the standards. These frequent classroom observations also provide an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity for school staff to give specific and constructive feedback that helps teachers incorporate best practices and effective, research proven strategies to maximize instructional effectiveness. Classroom observations are monitored by the admin team to ensure all classrooms are visited on a regular basis. During classroom observations an emphasis is placed upon noting areas of need and exemplary areas, particularly in light of school wide goals for English Learner students.

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)

At Haydock Academy we utilize the results of state and local assessments to plan, reflect, and modify instruction and instructional planning to meet the needs of our students. We closely examine the results from the California Assessment of Student Performance and Progress (CAASPP) to measure how effectively our instruction and curriculum have been with our students. CAASPP results include information regarding English-Language Arts, Math, and Science. We also examine the results of the English Language Proficiency Assessments for California (ELPAC) to measure the progress of our English Learner students have made in the area of Oral Language, Written Language, Listening, Reading, Speaking, and Writing. Haydock also utilizes the results local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of three times per year. Local (district) writing exams and an ELD assessment for our ELL students are also given throughout the school year to assist in monitoring our students' progress towards meeting the California Common Core State Standards. Haydock administers the California Healthy Kids Survey annually for our 7th grade students, with the results helping us design and implement an effective program to address the overall school climate and to ensure that our school continues to offer a safe learning environment for all of our students. Throughout the school year English-Language Arts and Math teachers also administer SBAC Interim-Assessments which can provide additional feedback about student progress towards meeting the California Common Core State Standards. A limited number of students take the California Alternative Assessment (CAA) for Math, English-Language Arts, and Science as determined by their IEP team. Haydock also administers the Oxnard School District Gate assessment annually to identify students that meet the qualifications for GATE classification.

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

At Haydock we use data to inform our planning and instruction. The sources of data include both state and local assessment data, as well as ongoing informal and formal assessments within the classroom. This year Haydock teachers will have additional time within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data. We will also continue to analyze STAR 360 data for both Math and English-Language arts throughout the year to measure student progress and make curricular and instructional adjustments to best meet the diverse needs of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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

Teachers regularly collaborate through the Professional Learning Community model. Time is set aside for meetings every Tuesday afternoon. Additional funding is provided from several funding sources through this plan to add additional time for teachers to collaboratively plan, grade, analyze data, and develop/monitor common assessments throughout the school year. Time will also be provided to release teachers on various school teams including PBIS and Restorative Justice.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Haydock is committed to effectively serving all students, including students that are not successfully accessing state content standards. A special emphasis is placed on our English Learner students, particularly those that are long term English Learners who are still in need of additional support to access grade level standards and ultimately qualify for reclassification to leave the ELL program. Our special education population is also performing at lower levels than their peers, and Haydock is working to provide additional opportunities for these students, specifically inclusion in a co-teaching model when deemed appropriate by the IEP team. Co-teaching classes allow for special education students to access grade level content standards with their non special education peer students. We recognize that the most effective way to address the needs of under performing students is to guarantee high quality first instruction within every classroom. All core curriculum adoptions provide additional resources and activities including universal access information to support students that are not currently meeting grade level state standards. Another tool for supporting under performing students includes the 1 to 1 IPAD implementation for all of our students. The IPAD deployment allows for students to interact with the state content standards and core curriculum in an engaging manner. Through the use of Title 1 and LCFF funding. Haydock offers ample tutoring opportunities for students that are not currently accessing the state content standards. Tutoring is provided in all core academic areas to support student progress towards meeting state grade level standards. Many Haydock students also participate in the Oxnard Scholars After School Program which offers a number of academic and extracurricular opportunities for students, including additional support from the after school staff and certificate staff members. Haydock systematically utilizes the Accelerated Reader (AR) program to increase student reading levels which assists with closing the achievement gap between our students at grade level, and those below grade level standards. All students take at least one AR diagnostic test each trimester and accrue points throughout the year by successfully taking accelerated reading tests on books they have read. As discussed in the analysis section, English Learner students at Haydock are scoring significantly lower on the CAASPP test, and are therefore a focus area for the school. An instructional assistant position is funded to support 7th and 8th grade ELD classes during the 2019-2020 school year. The instructional assistant provides in class support and assistance within the ELD classes.

Evidence-based educational practices to raise student achievement

The Haydock staff recognizes that high-quality first instruction (Tier 1) is the most crucial element to support students that are not meeting state content standards. Furthermore, we recognize that instructional best practices require regular and productive collaboration by teachers within and across grade levels and departments. Teacher collaboration is targeted and responsive to student needs so that curriculum adjustments and re-teaching when necessary is built into all classrooms. Teachers also utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. The Haydock teachers are in the early phases of implementing school "instructional rounds" to observe and identify other areas of growth for the school site. Additionally, all teachers at Haydock have at least 2 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. The staff will be continuing to develop Professional Learning Communities (PLCs) over the course of this year and in the future.

Parental Engagement

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

Parents are invited and encouraged to participate in the Haydock community throughout the year. PTA provides parents an opportunity to participate in supporting school programs, such as PTA Reflections, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council requires the election of 6 parent representatives and this council approves the school budget and school plan. School Site Council meets with the principal directly and provides feedback on issues relevant to school governance and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy. Funding has been allocated within the school plan to provide materials for parents participating in school site council, PTA, and ELAC.

Parent trainings and workshops are offered throughout the year, including Mother-Daughter workshops, and parent education nights conducted at the school site.

Parents are also encouraged to attend school events such as Back to School Night, student-led conferences, arts performances including the winter and spring showcases, and the Haydock Vision Expo and College Fair that highlights project-based learning and Haydock's commitment to helping students become college ready.

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)

Parent input is crucial to the development of school site and district level decisions about curriculum, budget allocations, and other important educational functions. Parents can directly participate and provide input through school site council, PTA, or ELAC. Parents are also encouraged to reach out to the school at any time they have a concern or feedback for the school. Haydock has a representative on the district DELAC team as well as the district parent advisory committee. Haydock parents also have opportunities to provide school specific and district specific feedback throughout the development of the Oxnard School District Local Control Accountability Plan.

Funding

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

A variety of services are detailed within the school plan for student achievement (SPSA) that support students who are not currently meeting state content standards. Extra hours for teachers to provide support to on campus clubs including our site Arts, Music, and Science strands. Additionally, funding is provided for teachers to be released to plan additional supports for our English Learner students, particularly our long term English Learners, as well as funding to support students in their transition from middle school to high school. Within the SPSA funding is also provided to allow for teacher release time to analyze data, plan assessments, and design curriculum to specifically meet the needs of students that are not presently meeting grade level standards. Within the Haydock SPSA an instructional assistant is funded to support English Learner students within their ELD and AVID Excel courses. Additional funding is provided to purchase instructional materials to support students within our daily advisory class which has a focus on writing, reading, and AVID strategies. Furthermore, funding for AVID and Project Based Learning instructional materials is also provided. Funding is also provided to purchase subscriptions to high interest, non-fiction materials for ELD courses. Another service called out in the SPSA is funding to support teacher and administrative opportunities for professional development, including both on site and off site training. Funding has also been allocated to continue with the purchase of new books for our school library with a focus on multiple genres to engage students that are not currently reading at grade level. Field trips play a vital role in the learning process, and therefore funding has been allocated to provide transportation to field trips that supplement and enhance the learning experience for our students. Finally, Haydock has a large number of parents that do not speak English as a first language, therefore funding has been provided to support additional translation as necessary at school events, parent phone calls home, parent conferences, and other events as necessary so that all parents will be aware of their child's progress towards meeting grade level standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA includes the involvement from all stakeholder groups. The Haydock leadership team reviewed the three SPSA goals and provided feedback on the goals. The leadership team also discussed the previous goals and actions that supported those goals. The SPSA and its goals were also shared with the ELAC committee. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support English Learners at Haydock. ELAC will continue to provide feedback to the School Site Council throughout the year. The SPSA, along with the site categorical budgets (Title I, Title III, and LCFF), will be reviewed and approved by the School Site Council. Both ELAC and School Site Council will

provide opportunities for parent feedback and engagement throughout the school year. Stakeholder feedback is valued and utilized to enhance the school plan throughout the school year. This School Plan for Student Achievement shall be available for any parent/community member upon demand in the front office.

Resource Inequities

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

In examining the previous year's SPSA, there were several action items that were not successful. Last year Haydock was unable to hire an intervention support provider (ISP) for math classes as planned. Additionally, teachers were limited in the amount of time available for release planning time because of a shortage of substitute teachers within the district. This shortage of substitutes also limited the amount of professional development opportunities available during the day as coverage was not always readily available. Haydock had a large number of first and second year teachers last school year. While these teachers received ample support and guidance, this has an impact on instruction. Another area of concern is the high rates of chronic absenteeism at Haydock. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on under performing students. Lowering the chronic absenteeism rate and increasing the overall school wide ADA will be a focus area in the 2019-20 SPSA. While Haydock was able to continue to lower the overall suspension rate, there were a high number of suspensions, which resulted in time away from instruction which makes it more difficult for students to access grade level content standards. Haydock staff and the School Site Council shall continue to monitor resource inequities throughout the 2019-20 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	0.9%	0.95%	%	8	9	
Asian	0.1%	0.11%	%	1	1	
Filipino	1.0%	1.16%	%	9	11	
Hispanic/Latino	94.8%	94.31%	%	856	895	
Pacific Islander	0.3%	0.32%	%	3	3	
White	2.6%	2.74%	%	23	26	
Multiple/No Response	%	%	%			
Total Enrollment				903	949	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	313	330	
Grade 7	304	321	
Grade 8	286	298	
Total Enrollment	903	949	

Conclusions based on this data:

Haydock Academy of Arts and Sciences serves a diverse student population in grades 6-8. As a result of the district's open enrollment policy, Haydock Academy draws students from across the city of Oxnard and Oxnard School District. Our instruction focuses on California Content Standards with a strong on incorporating our strands, Art and Science within the educational program. Haydock's enrollment is currently just over 900 students. Our enrollment by grade level is fairly consistent, with approximately 300 students per grade level. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as English Learners, primarily long term English Learners. It is important to note that nearly 80% of Haydock students fall into the category of "ever EL" meaning that many students were identified as English Learners at one point. Approximately 40% of Haydock students have been reclassified from English Learners to RFEP. Haydock monitors students that have reclassified for a period of 4 years to ensure that they are making progress towards grade level content standards. As a result, Haydock Academy will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	315			34.9%		
Fluent English Proficient (FEP)	374			41.4%		
Reclassified Fluent English Proficient (RFEP)	52			16.8%		

Conclusions based on this data:

English Learner students make up a significant percentage of the students at Haydock Academy of Arts and Sciences. English Learners currently make up about one-third of our entire student population, but close to 80% of students at Haydock have been classified as English Learners at one point during their academic career. A vast majority of English Learners at Haydock Academy are considered Long Term English Learners. Long term English Learners are defined as an EL student who is enrolled in grades 6-12 and has been enrolled in school in the United States for more than six years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Development test (currently the ELPAC), and scores "standard not met" on the smarter balanced ELA test. Throughout the school year Haydock Academy monitors the progress of English Learners to determine if they meet the district qualifications for reclassification. English Learner students who are reclassified are monitored for four consecutive years after reclassification to ensure that they are receiving any needed supports to meet state content standards. On the CAASPP ELA test, less than 1% of English Learner students scored "met standards" or above. In the area of mathematics, 1.2% of students scored "standard met" or higher on the smarter balanced summative test. In contrast, nearly 23% of Haydock students scored "met standard" or above on the summative ELA test, and 13.2% of students overall scored "met standards" or higher on the summative math test. While the percentage of English Learner students scoring "met standards" is low, there were 39 EL students that had positive movement on the ELA summative test, and only 5 students that had negative movement. In mathematics, 17 students showed positive movement while 16 had negative movement. The academic performance of our Haydock Academy English Learner students is a high priority and a specific goal within the SPSA this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	312	325	300	309	324	297	309	324	297	99	99.7	99
Grade 7	296	311	306	294	308	305	294	308	305	99.3	99	99.7
Grade 8	279	293	298	277	293	292	277	293	292	99.3	100	98
All Grades	887	929	904	880	925	894	880	925	894	99.2	99.6	98.9

* 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 6	2441.	2431.	2458.	0.65	1.23	3.03	11.33	10.80	16.50	31.39	26.23	33.33	56.63	61.73	47.14
Grade 7	2473.	2464.	2482.	3.74	1.95	2.30	17.01	18.18	20.98	27.89	25.32	30.16	51.36	54.55	46.56
Grade 8	2492.	2495.	2515.	2.17	4.44	3.77	20.22	20.48	26.71	29.96	24.23	31.85	47.65	50.85	37.67
All Grades	N/A	N/A	N/A	2.16	2.49	3.02	16.02	16.32	21.36	29.77	25.30	31.77	52.05	55.89	43.85

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 6	2.27	3.40	4.38	40.78	34.88	41.08	56.96	61.73	54.55
Grade 7	8.84	6.82	5.57	39.12	34.42	40.00	52.04	58.77	54.43
Grade 8	7.58	8.87	9.25	37.18	33.11	46.23	55.23	58.02	44.52
All Grades	6.14	6.27	6.38	39.09	34.16	42.39	54.77	59.57	51.23

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 6	1.29	1.54	4.71	36.57	27.16	43.10	62.14	71.30	52.19
Grade 7	6.80	6.49	6.89	43.54	41.88	48.52	49.66	51.62	44.59
Grade 8	3.97	6.83	6.85	43.68	39.25	53.08	52.35	53.92	40.07
All Grades	3.98	4.86	6.15	41.14	35.89	48.21	54.89	59.24	45.64

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 6	2.59	2.78	4.71	53.07	50.31	58.59	44.34	46.91	36.70
Grade 7	5.44	3.57	2.62	47.96	41.23	58.69	46.60	55.19	38.69
Grade 8	3.97	10.58	8.90	63.18	51.54	60.62	32.85	37.88	30.48
All Grades	3.98	5.51	5.37	54.55	47.68	59.28	41.48	46.81	35.35

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 6	5.50	6.17	14.48	41.75	44.14	46.13	52.75	49.69	39.39
Grade 7	10.88	8.44	12.13	42.86	42.53	51.15	46.26	49.03	36.72
Grade 8	11.91	14.68	18.15	44.77	45.05	48.97	43.32	40.27	32.88
All Grades	9.32	9.62	14.88	43.07	43.89	48.77	47.61	46.49	36.35

Conclusions based on this data:

The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. An emphasis will be placed to utilize professional learning communities within and across departments/grades to analyze data to determine what students need to make progress towards state content standards in the area of English-Language Arts. Student achievement will be measured through a variety of data points, including smarter balanced CAASPP summative assessments, STAR 360 math and reading scores, ELPAC scores. While data about school climate is not necessarily found in this section, we do include several goals and activities to support a continued improvement in the area of school culture, suspension rates, and attendance as these all have an effect on overall student achievement.

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 6	312	324	300	309	316	297	309	316	297	99	97.5	99
Grade 7	296	310	306	293	304	304	293	304	304	99	98.1	99.3
Grade 8	279	293	299	277	284	293	277	284	293	99.3	96.9	98
All Grades	887	927	905	879	904	894	879	904	894	99.1	97.5	98.8

* 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 6	2422.	2422.	2445.	1.29	0.95	3.70	5.50	7.28	8.42	23.95	22.15	30.30	69.26	69.62	57.58
Grade 7	2447.	2441.	2450.	4.78	3.29	2.30	6.83	9.54	11.51	24.57	21.71	25.33	63.82	65.46	60.86
Grade 8	2461.	2458.	2474.	3.61	4.93	5.12	8.66	7.39	8.53	19.49	18.31	24.23	68.23	69.37	62.12
All Grades	N/A	N/A	N/A	3.19	2.99	3.69	6.94	8.08	9.51	22.75	20.80	26.62	67.12	68.14	60.18

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 6	2.27	2.53	6.40	16.83	18.99	26.94	80.91	78.48	66.67
Grade 7	7.51	5.59	4.93	17.06	19.08	22.04	75.43	75.33	73.03
Grade 8	7.22	5.63	6.16	19.49	19.37	25.34	73.29	75.00	68.49
All Grades	5.57	4.54	5.82	17.75	19.14	24.75	76.68	76.33	69.43

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 6	2.27	0.95	3.37	29.13	28.16	32.32	68.61	70.89	64.31
Grade 7	5.46	5.26	4.28	34.13	35.53	35.53	60.41	59.21	60.20
Grade 8	4.33	8.80	6.14	25.99	35.21	32.76	69.68	55.99	61.09
All Grades	3.98	4.87	4.59	29.81	32.85	33.56	66.21	62.28	61.86

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 6	1.29	4.11	2.69	33.98	28.48	38.38	64.72	67.41	58.92
Grade 7	5.80	3.29	2.96	44.71	44.74	47.37	49.49	51.97	49.67
Grade 8	5.78	5.99	7.51	40.07	33.45	43.00	54.15	60.56	49.49
All Grades	4.21	4.42	4.36	39.48	35.51	42.95	56.31	60.07	52.68

Conclusions based on this data:

The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. Haydock students made progress in the area of mathematics during the 18-19 school year, but this is still an area of concern. One positive note is that the 8th graders during the 18-19 school year doubled the number of students scoring "met standards" as compared to the same cohort scores in 6th grade. Overall math scores increased in all three grade levels from the year prior. 6th grade scores grew from 8% met standards or above to 12%. Seventh grade scores grew from 13% met standard or above to 14%, while 8th grade scores grew from 12% to 14% meeting standards or above. An emphasis will be placed on moving all students, but particularly English Learners, from the not met standard band to the nearly met or met band. One other data point that will be analyzed to measure success is the "distance from met" which gives an overall summary of how students are progressing in the area of mathematics as measured by the CAASPP summative assessment.

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

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

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

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

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	

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	

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	

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	

Conclusions based on this data:

Haydock administers the yearly English Language Proficiency Assessments for California (ELPAC) to all English Learner students. Last year was the second year of ELPAC administration so there is only two years of longitudinal data. The ELPAC is administered during the OSD testing window which generally occurs in the spring. Students that arrive from outside of the United States are administered the initial ELPAC test to assess whether they qualify as an English Learner, and to assess their ability in the domains of Listening, Speaking, Reading, and Writing. Students that take the ELPAC are given an overall level of 1,2,3, or 4 in each of the domains, and an overall score with 4 being the highest possible score. Last year Haydock had 44 students score a "4" overall. 138 students scored "3," 100 scored "2," and 36 students scored a "1" overall. The ELPAC is one of the data points, along with STAR Reading Level and ELA score on the smarter balance summative assessment, to determine when students may be ready for reclassification. 96% of English Learners at Haydock Academy report a home language of Spanish. 2.6% of Haydock English Learners have a home Language of Mixteco, while Tagalog, Cebuano, Farsi, and Vietnamese each make up less than 1% of the home languages for EL students. 386 Haydock students have been reclassified as RFEP (redesignated fully English Proficient, but are still being monitored to ensure they are successful in making progress towards grade level standards. Haydock has another 50 students that were classified as English Learner at one point, but have fully exited the program after 4 years of monitoring.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
949	91.0%	33.6%	0.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	319	33.6%
Foster Youth	7	0.7%
Homeless	15	1.6%
Socioeconomically Disadvantaged	864	91.0%
Students with Disabilities	127	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.9%
Asian	1	0.1%
Filipino	11	1.2%
Hispanic	895	94.3%
Two or More Races	4	0.4%
Pacific Islander	3	0.3%
White	26	2.7%

Conclusions based on this data:

During the 2018-19 school year, Haydock was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Haydock's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Haydock showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Haydock scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The next release of the California School Dashboard is expected to occur this winter.






Haydock has a diverse student body, with 91% of students identified as Socio-Economically disadvantaged. 33% of Haydock students are identified as English Learners, while 0.7% of students are considered Foster Youth. White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Haydock has 13.4% of students that are identified as students with disabilities. Approximately 1.6% of Haydock students were identified as homeless under the McKinney Vento guidelines. Haydock Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

Overall, Haydock showed growth in both Math and English Language Arts during the 2018-19 school year. In the area of Mathematics, the percentage of students meeting standards increased by 1.43% to 9.51%. The percentage of students exceeding standards in mathematics increased to 3.69%, which was a 0.70% increase. It is also important to note that 5.82% of students moved from "standard not met" to "standard nearly met" in the area of mathematics. In the area of English-Language Arts, the percentage of students meeting standards increased by 5.04% to 21.36% while the number of students exceeding standards increased by 0.53% to 3.02% overall.. The percentage of students not meeting standards in English-Language Arts declined by 12.04% as these students progressed to standard nearly met. Haydock Academy is still waiting to receive our Science scores as this was the first year that the test was taken for results. Haydock Academy staff members are examining which instructional practices contributed to this increase in test scores to inform future instructional practices.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate NA	Suspension Rate  Red
Mathematics  Red	Chronic Absenteeism  Red	
English Learner Progress  No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

During the 2018-19 school year, Haydock was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Haydock's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Haydock showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Haydock scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The next release of the California School Dashboard is expected to occur this winter.

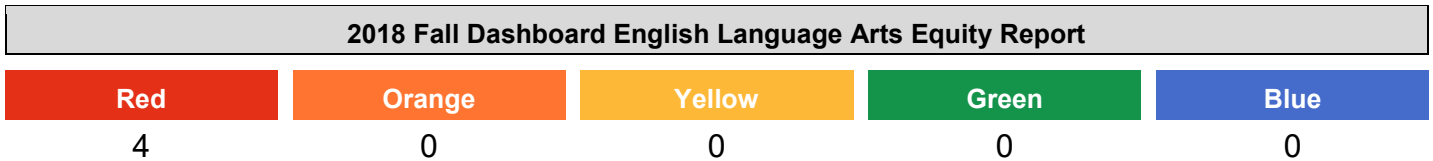
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 85.5 points below standard Declined -5.9 points 894 students	<p>English Learners</p>  Red 103.6 points below standard Declined -3.9 points 593 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<p>Homeless</p>  No Performance Color 110.9 points below standard Increased 9 points 22 students	<p>Socioeconomically Disadvantaged</p>  Red 87.4 points below standard Declined -5.5 points 816 students	<p>Students with Disabilities</p>  Red 164.9 points below standard Maintained 2.4 points 131 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.8 points below standard Declined -6.2 points 842 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 45.3 points below standard Declined -24.5 points 26 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154.6 points below standard Declined -19.3 points 240 students	69 points below standard Declined -9.5 points 353 students	81.5 points below standard Declined -8.9 points 198 students

Conclusions based on this data:

17-18 Analysis: In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Haydock Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2018 California School Dashboard. For our Hispanic subgroup, the English Language Arts performance declined by an average of 6.2 points, for an overall average of 86.8 points below standard. For our white subgroup, the average score declined by 24.5 points, for an overall average score of 45.3 points below standard. It is important to note that these data points are from the 2017-2018 school year. Haydock increased Language Arts scored increased from 14% to 22.2% meeting standards. It is also important to note that the percentage of students that scored in the lowest band, standard not met, decreased from 59.8% to 47.7%. This data will be reflected on the 2019 California School Dashboard that will be released later in this school year. For the 2018 California School Dashboard, English Learner students scores declined by an average of 19.3 points. Once again, this is data from the 2017-18 school year.

2018-2019 Analysis: For the 2018-19 school year, there were gains in the English Language Arts scores for English Learner students including a large gain in the number of students scoring "standard nearly met" where the percentage rose from 6.2% to 20.5% which represents a large increase. On the 2018 California School Dashboard, English only students English Language Arts scores declined by an average of 8.9 points. For the 2018-19 school year, English only student scores increased as 28% scored met standard or above, while that number was 20.4% the previous school year. In examining the large subgroups, Haydock saw a decline in English Language Arts scores for the 2018

California School Dashboard with an average decline of 5.9 points for all students, a 3.9% decline for English learners, and a 5.5% decline for socioeconomically disadvantaged. Our homeless student population did see an increase in English Language Arts scores by an average of 9 points. Our school population of African American and Foster students was not reported because the student population was less than 11 students. Our special education students also demonstrated growth in the area of English Language Arts with an average increase of 2.4 points. It is important to note that in the area of English Language Arts, current EL students had a mean score of 154.6 points below standard, as compared to English only students that had a mean of 81.5 points below standard. This gap in performance is troublesome, and therefore a specific goal is included in this SPSA to target English Learner students. Students with disabilities also had a large gap as they had a mean score of 164.9 points below standard, compared to 88.5 points below for all students.

Haydock staff will examine the instructional practices that contributed to significant student growth in the area of English-Language Arts. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of English-Language Arts.

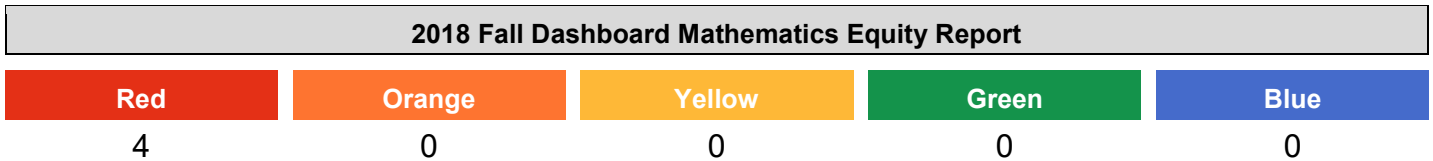
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 126.7 points below standard Declined -4.1 points 875 students	<p>English Learners</p>  Red 145.1 points below standard Maintained -2.3 points 580 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<p>Homeless</p>  No Performance Color 141 points below standard Increased 25.2 points 21 students	<p>Socioeconomically Disadvantaged</p>  Red 129.4 points below standard Declined -4.6 points 800 students	<p>Students with Disabilities</p>  Red 215.6 points below standard Maintained 2.2 points 126 students

2018 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 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 128.1 points below standard Declined -4.5 points 825 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 105.1 points below standard Declined -10.7 points 25 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201.6 points below standard Declined -23.6 points 231 students	107.6 points below standard Declined -4.6 points 349 students	118.7 points below standard Maintained -1.3 points 192 students

Conclusions based on this data:

In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Haydock Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2018 California School Dashboard. The average math score for all Haydock students declined by an average of 4.1 points based upon the 2017-2018 test scores which this dashboard reflects. Our English learner students declined by 2.3 points on average. Haydock's designated homeless students showed an average increase of 25.2 points, while socioeconomically disadvantaged students. Students identified as special education scores increased by an average of 2.2 points. The score for current English Learner students at Haydock declined by 23.6 points on average, while reclassified English Learner scores declined by an average of 4.6 points. English only students had a decline average of 1.3 points, which is considered "Maintaining" on the dashboard. It is important to note that all of these scores are based upon results from the 2017-2018 summative assessment. For the 2018-19 school year, Haydock students demonstrated growth on the math test. For the 18-19 test examination, the number of students scoring standard met or above increased from 11.0% to 13.2%. It is also important to note that last year's 8th grade students demonstrated growth for all three years at Haydock. The percentage of students that scored "standard not met," the lowest test area, decreased from 65.4% to 61% for the 2018-19 school year. The new results will be reflected on the California Dashboard when it is released this school year.

Haydock staff will examine the instructional practices that contributed to student growth in the area of Mathematics. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further

enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
249	11.2%	42.6%	32.1%	14.1%

Conclusions based on this data:

The 2018 California School Dashboard does not report on English Learner progress as this was only the second administration of the new ELPAC assessment for English Learner students. In analyzing the student data, we see that Haydock had 249 English Learners during the 2017-2018 school year. 11.2% of these students scored an overall level of 4, which is well developed. 42.6% of English Learners scored a 3, or moderately developed. 32.1% of Haydock English Learners scored level 2, or somewhat developed, while 14.1% scored a level one, beginning stage. This data represents English Learner scores from the 2017-2018 administration of the ELPAC assessment. During the 2019-2020 school year, Haydock has 258 English Learner students, and another 380 former English Learners that are being monitored. When an English Learner is reclassified as fully English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student is ready for reclassification. The data examined to determine if a student is ready for reclassification includes their CAASPP ELA smarter balanced test score, their overall ELPAC Score, and their STAR 360 reading level. After four years of monitoring, reclassified students are no longer monitored. When Haydock receives a student that has not previously been enrolled within a school in the United States, an initial ELPAC examine is administered to measure whether the student will be classified as an English Learner or not.

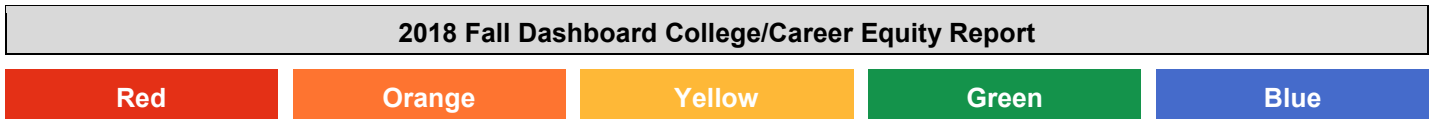
School and Student Performance Data

Academic Performance College/Career

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.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
No Performance Color		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

The 2018 California School Dashboard did not provide College/Career Readiness Performance data for middle schools. This category is slated to come online over the next several school years and will measure how well schools are preparing students for College and Career opportunities.

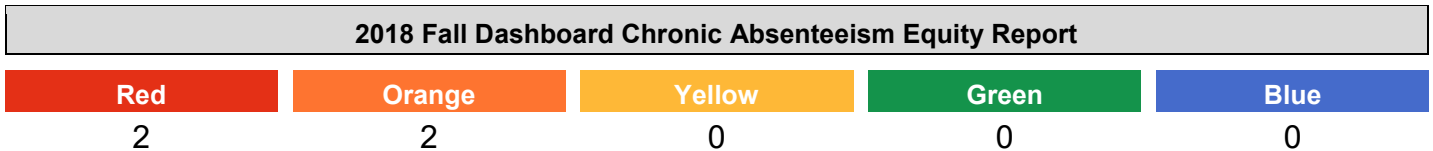
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 11.7% chronically absent Increased 3.6% 981 students	<p>English Learners</p>  Orange 12.4% chronically absent Increased 1.6% 330 students	<p>Foster Youth</p>  No Performance Color 27.3% chronically absent Increased 2.3% 11 students
<p>Homeless</p>  No Performance Color 18.5% chronically absent Declined 10.1% 27 students	<p>Socioeconomically Disadvantaged</p>  Red 11.2% chronically absent Increased 3.2% 900 students	<p>Students with Disabilities</p>  Orange 16.7% chronically absent Increased 2.2% 150 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 45.5% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 7.7% chronically absent 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.5% chronically absent Increased 3.7% 922 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 7.4% chronically absent Declined 13.4% 27 students

Conclusions based on this data:

The California School Dashboard for 2018 reported that two subgroups of students (All students, socioeconomically disadvantaged) were in the red performance band, meaning this is an area of concern. Two other subgroups (English Learners and Students with Disabilities) were in the orange performance band, which is slightly higher than red, but still an area to be addressed. While there was not a performance band color, it is important to note that African-American students at Haydock had a 45.5% chronically absent rate. Hispanic students at Haydock had a 3.7% increase in the number of students that were identified as chronically absent, meaning that they missed at least 10% of the school year. The percentage of white students that were chronically absent declined by 13.4%. Chronic absenteeism and overall Average Daily Attendance (ADA) are goals within this year's Haydock SPSA. It is important to note that while 2018-19 CAASPP data has been released, the updated California Dashboard has not yet been published. While it has not yet been finalized, Haydock saw an increase in the number of students counted as chronically absent with an overall rate of 18.16%. Because of this data, a specific goal has been developed in this SPSA to attempt to decrease the number of students in this category. Attendance incentives and other tools will be employed to help in this area.

School and Student Performance Data

Academic Engagement Graduation Rate

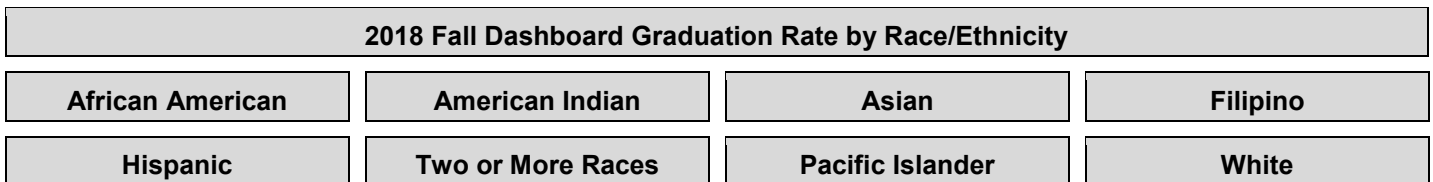
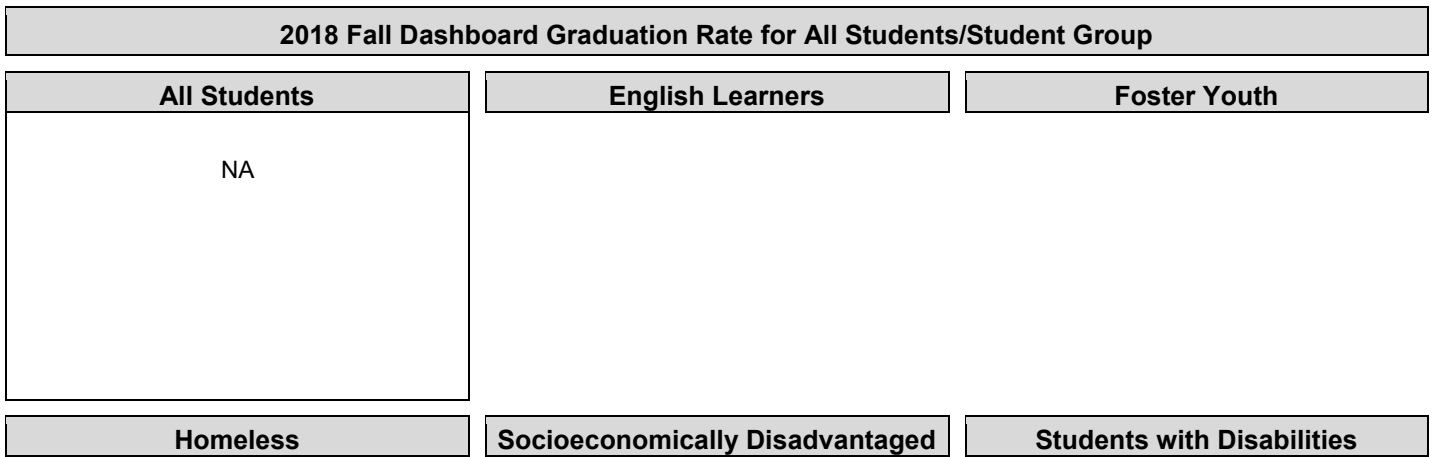
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

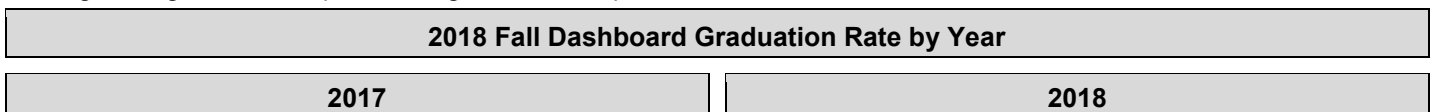
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

The graduation rate is not an area that middle schools are presently evaluated within the California School Dashboard.

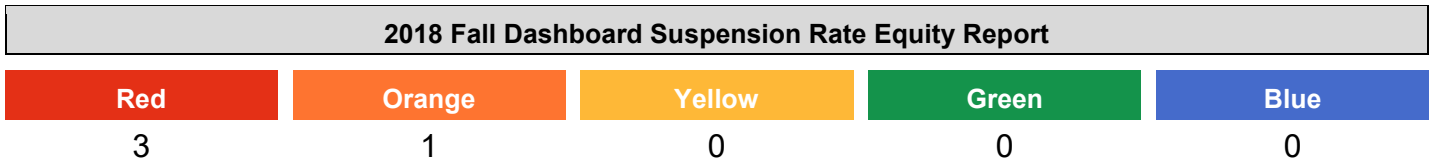
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>9.1% suspended at least once</p> <p>Increased 6.2%</p> <p>1010 students</p>	<p>English Learners</p>  <p>Red</p> <p>10% suspended at least once</p> <p>Increased 5.9%</p> <p>339 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>27.3% suspended at least once</p> <p>Increased 4.2%</p> <p>11 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>6.9% suspended at least once</p> <p>Declined -12.2%</p> <p>29 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>9.1% suspended at least once</p> <p>Increased 5.8%</p> <p>922 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9% suspended at least once</p> <p>Increased 3.8%</p> <p>155 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.3% suspended at least once 11 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0% suspended at least once 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.3% suspended at least once Increased 6.3% 946 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 3.3% suspended at least once Declined -0.7% 30 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.1% suspended at least once	3% suspended at least once	9.1% suspended at least once

Conclusions based on this data:

The California School Dashboard suspension rate is part of the overall school conditions and climate report. This data is from the 2017-2018 school year, and shows a large increase in overall suspension rates as 9.1% of students were suspended at least once during the 2018 school year. This represents a large increase from the previous year in which only 3% of students were suspended and 2016 when 5.1% of students were suspended at least once. In looking more closely at certain subgroups, it is important to note that 27% of African American students were suspended at least once, 9.3% of Hispanic students were suspended at least once, and 3.3% of white students were suspended at least once. Foster students were also suspended at high rates as over 27% were suspended at least once and 6.9% of homeless students were suspended at least once. 10% of English Learner students were suspended at least once and 9% of students with disabilities. While exact numbers and corresponding colors will not be known until the new California Dashboard is released, it is anticipated that Haydock's overall suspension rate declined during the 2018-2019 school year. While Haydock did show a decline in suspension rate for the 18-19 school year, this will continue to be a focus area and a goal will be present in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning, including the implementation of Professional Learning Communities
 To provide professional development opportunities for teachers to enhance tier 1 instruction in all classrooms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	<p>2018-2019 CAASPP assessment data by grade level:</p> <p>Current 6th grade students: 19.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 21.3% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>29% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>33% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>41% of current 8th grade students will score "Met</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.
CAASPP Math Assessment	<p>2018-2019 CAASPP assessment data by grade level:</p> <p>Current 6th grade students: 10.1% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 8.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 13.3% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data will increase by 10% in each grade level.</p> <p>22% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>24% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p> <p>24% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2019-2020 CAASPP assessment data.</p>
STAR 360 Reading Assessment	<p>Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 43 based on the April 2019 administration of the STAR 360 Reading assessment.</p> <p>Last year's 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 58 based on the April 2019 administration of the STAR 360 Reading assessment.</p>	<p>This year's 7th grade cohort will achieve a Student Growth Percentile of 53 during the 2019-2020 school year on the STAR 360 Reading Assessment.</p> <p>This year's 8th grade cohort will achieve a Student Growth Percentile of 65 during the 2019-2020 school year on the STAR 360</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math Assessment	Last year's 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 46 based on the April 2019 administration of the STAR 360 Math assessment.	This year's 7th grade cohort will achieve a Student Growth Percentile of 56 during the 2019-2020 school year on the STAR 360 Math Assessment.
ELPAC Assessment	Current EL CAASPP assessment Overall Scores: 11% of English Learner students scored an overall level of 1 32% of English Learner students scored an overall level of 2 43% of English Learner students scored an overall level of 3 14% of English Learner students scored an overall level of 4	Based on 2019-2020 ELPAC assessment data, 100% of English learners taking the ELPAC assessment will increase by one Overall Level or remain at an Overall Level 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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional opportunities for teachers to support student progress towards grade level standards through extra hour teacher tutoring, clubs, and intervention (before and after school opportunities).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

48965	Title I 1000-1999: Certificated Personnel Salaries \$40597 certificated salary \$8368 (certificated benefits)
29844	LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$24,744(salary) \$5100 (certificated benefits)
3000	CSI Funding 1000-1999: Certificated Personnel Salaries "Boot Camp" Extra Hours for Instruction
200	Discretionary 0001-0999: Unrestricted: Locally Defined Discretionary Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, SST, fieldtrips, collaboration/planning, data analysis, etc.

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)
7116	Title I 1000-1999: Certificated Personnel Salaries \$5900 certificated salary, \$1216 certificated benefits
6025	Title III 1000-1999: Certificated Personnel Salaries \$4995 certificated salary,\$1030 certificated benefits. Release time limited to activities directly linked to the support of current English Learner students.
5000	CSI Funding 1000-1999: Certificated Personnel Salaries Department Specific PD/VCOE
350	Discretionary 1000-1999: Certificated Personnel Salaries

	Discretionary Funds
100	Discretionary 1000-1999: Certificated Personnel Salaries Discretionary Funds (Admin Support)
129	Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Help/Subs Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Haydock Academy

Strategy/Activity

Provide an instructional assistant to specifically support English Learner students (including AVID Excel 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)
10000	Title I 2000-2999: Classified Personnel Salaries \$7726 classified salary, \$2274 classified benefits
17225	LCFF - Intervention 2000-2999: Classified Personnel Salaries \$13,308 classified salary, \$2274 classified benefits
300	Discretionary 2000-2999: Classified Personnel Salaries Discretionary Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase new high interest reading books for the library with an emphasis on informational texts, but including all genres. Books will be at multiple grade levels to support students at all reading

levels and varied interests. This goal is specifically supporting schoolwide implementation of the Renaissance Reading/Star 360 reading program.

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

Title I
4000-4999: Books And Supplies
New books for library

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide opportunities for conference and professional development for teachers (all content areas)

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)

2500

Title I
5000-5999: Services And Other Operating Expenditures
PD/Conferences

34000

CSI Funding
5000-5999: Services And Other Operating Expenditures
PD/Conferences

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase High Interest/Engagement books for English Learner students (to be utilized exclusively in ELD and AVID Excel classes)

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)

3000

Title III
4000-4999: Books And Supplies
Books for ELD classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Instrument Repair to support Haydock Academy Focus on instrumental music

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)

1000

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Instrument Repair

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide online subscriptions to educational applications like Moby Max, Brain Pop, FlowCabulary, IXL

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)

6000

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Online App Subscriptions

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

To pay the cost of publication recharges/Graphics to support in classroom materials, parent communication letters and packets,

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)

2000

Source(s)

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Publications/Graphics

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Haydock focus strands

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)
2485	Title I 4000-4999: Books And Supplies Advisory Class Materials
1959	Title I 4000-4999: Books And Supplies AVID/AVID Excel Materials
9000	Title I 4000-4999: Books And Supplies Project Based Learning Materials
2500	Title I 4000-4999: Books And Supplies Provide basic school materials to students in need
10000	Title I 4000-4999: Books And Supplies Arts/Elective Materials to Support Academy Strands
1927	Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses
1000	CSI Funding 4000-4999: Books And Supplies Instructional Materials for Student "Boot Camp"
2500	CSI Funding 4000-4999: Books And Supplies Instructional Rounds Materials
7900	CSI Funding 4000-4999: Books And Supplies Instructional Materials to support CSI Activities
5155	LCFF - Targeted 4000-4999: Books And Supplies Purchase math supplemental materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide funding for services, entrance fees, and operations such as fieldtrips or other trips that require a student entry fee.

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)

5000

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for the library tech to support students in the library and increase the time that library is open to students as needed.

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)

4000

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$3090 classified salary, \$910 classified benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours to the Haydock site technology technician to support classroom instruction and increase access to online segments of curriculum. This will increase the availability of the site technology tech as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	LCFF - Targeted 2000-2999: Classified Personnel Salaries \$6181 classified salary, \$1819 classified benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity specifically targets English Learner students

Strategy/Activity

Purchase Computer Supplies/Software to support English Learner instruction within ELD and Avid Excel courses exclusively. This activity includes online/subscriptions for materials used within ELD and AVID Excel courses.

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)
506	Title III 4000-4999: Books And Supplies Technology/Software specifically for EL students
901	Title III 5800: Professional/Consulting Services And Operating Expenditures Online/Digital and paper subscriptions specifically for English Learner students

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide teacher release time to collaborate to address PLC items like collaborative grading, data analysis, lesson planning, unit planning, development of pacing guides, common assessments, etc.

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)
72500	CSI Funding 1000-1999: Certificated Personnel Salaries CSI Teacher Extra Pay
25000	CSI Funding 1000-1999: Certificated Personnel Salaries Instructional Rounds Release Time

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours support for classified personnel to support the instructional programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Subs
500	Discretionary 2000-2999: Classified Personnel Salaries Custodial Overtime Hours
1500	Discretionary 2000-2999: Classified Personnel Salaries Clerical Substitutes
4000	Discretionary 2000-2999: Classified Personnel Salaries Clerical Extra Help
7400	Discretionary

	2000-2999: Classified Personnel Salaries Clerical Extra Help-OT
1800	Discretionary 2000-2999: Classified Personnel Salaries Campus Assistants Extra Help
250	Discretionary 2000-2999: Classified Personnel Salaries Campus Assistants Subs
4691	Discretionary 2000-2999: Classified Personnel Salaries Classified Extra Help/Subs/OT Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselor extra hours to support students academic and social-emotional well being outside of the school day.

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)
4934	Title I 1000-1999: Certificated Personnel Salaries \$4091 certificated salary \$843 Certificated benefits
1294	LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$1073 certificated salary, \$221 certificated benefits

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Haydock focus strands

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)
17121	Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies
12000	Discretionary 4000-4999: Books And Supplies Warehouse Materials and Supplies
600	Discretionary 4000-4999: Books And Supplies Equipment Purchase

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Maintenance Agreements/Equipment Repairs/Service Fees

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)
2250	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
1500	Discretionary 5000-5999: Services And Other Operating Expenditures Repairs
1000	Discretionary 5000-5999: Services And Other Operating Expenditures

	Publications/Graphics
500	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Entry Fees/operations

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the Haydock academy focus.

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.

10609	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field trip transportation
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Strategy/Activity 211

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide computer supplies, devices and software for students to access digital learning materials and collaborate with peers to achieve California state content standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5178	LCFF - Targeted 4000-4999: Books And Supplies Computer Supplies/Software

3400

LCFF - Targeted
4000-4999: Books And Supplies
Computer Equipment over \$500

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Warehouse Charges including materials and supplies to support in classroom lessons and activities to assist students to support academy strands.

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)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Warehouse Charges

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The school site goal for the 2018-2019 school year was "All students will reach high academic standards in reading and mathematics. The metrics used to measure this goal included goals for CAASPP ELA assessment, CAASPP Math assessment, Star 360 math and reading assessments, and the ELPAC assessment. The goal for the CAASPP ELA was to increase the number of students meeting or exceeding standards by 5%. Overall, Haydock increased by 5.57%. 6th grade students increased by 7% to 19% overall. 7th grade students increased from 20% the previous year to 23% during the 18-19 school year. 8th grade students increased ELA scores from 24% to 31% overall. In the area of math, the schoolwide goal was to increase by 5% for the 2018-19 school year. Haydock students increased by 3.89% overall, which did not meet the 5% goal, but was a notable increase.

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 was only one major difference between the planned actions and what was carried out for the 2018-19 school year. Originally the School Site Council planned to spend about \$20,000 on an intervention support provider in the area of mathematics. Due to several issues, including lack of viable candidates for the position, this plan did not materialize and the funding was redistributed to other actions within the goal, primarily to provide additional materials/supplies to teachers.

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.

The goal for this year will not include money set aside for an Intervention Support Provider as that did not materialize last year, but math still showed growth. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis. This year Haydock has been identified as a Comprehensive Support and Improvement (CSI) school, and additional funding will be present to support the enhanced implementation of Professional Learning Communities and the implementation of Instructional Rounds, both of which will be supported with teacher professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2018-2019 were 8.64%.	Suspension Rates for 2019-2020 will decrease to 7%.
California Healthy Kids Survey	<p>School Climate and Student Well-Being is measured through the California Healthy Kids Survey (administered to 7th graders) and is reported out on the School Climate Report Card</p> <p>The overall school climate index (SCI) for 2018-19 was 269 (higher score indicates</p> <p>The overall supports and engagement Index for 2018-19 was 241</p> <p>The overall high expectations and caring relationships for 2018-19 was 253</p> <p>The overall perceived school safety for 2018-19 was 237</p> <p>The overall school connectedness for 2018-19 was 241.</p>	<p>The following Key Indicators will be monitored based on 2019-2020 CHKS data:</p> <p>The overall supports and engagement index will meet or exceed 250</p> <p>The overall high expectations and caring relationships will meet or exceed 260</p> <p>The overall perceived school safety will meet or exceed 250</p> <p>The overall school connectedness will meet or exceed 250</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall scores on the School Climate Report Card range from 100 to 500, with high scores representing more positive school climate.	
Attendance Data	2018-2019 attendance data identified attendance as an area for growth. 18.16% of students had Chronic Absenteeism based on 2018-19 attendance data. The overall Average Daily Attendance for the 2018-2019 school year was 94.72%	Attendance data for 2019-2020 will be monitored with the following goal: The number of students with Chronic Absenteeism will decrease by 4% to for the 2019-20 school year to 14.16% The overall school wide Average Daily Attendance Percentage will increase to at least 95%

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of the CHAMPS/PBIS model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS implementation, including release time to plan as necessary.

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)

1000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries

\$794 Certificated Salary, \$206 Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe and healthy habits.

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)

TUPE

TUPE Curriculum No additional charge

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of Restorative Justice programs both in the classroom and throughout the campus, with the restorative justice team, including release time to plan as necessary.

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)

1000

LCFF - Targeted

1000-1999: Certificated Personnel Salaries
\$794 Certificated Salary, \$206 Certificated Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide class-wide and individual attendance incentives to encourage daily and timely attendance by all students to all classes.

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)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal is targeting future Haydock students, but will include the transportation and services for current Haydock students.

Strategy/Activity

Ensure that the transition from elementary to middle school goes smoothly for future Haydock students. This activity includes the visitation of feeder schools to highlight the Haydock Academy strands/focus areas.

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)

1000

Source(s)

LCFF - Targeted
5700-5799: Transfers Of Direct Costs
Visits to feeder elementary schools
(transportation cost)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide class-wide and individual incentives to students for exemplary behaviors as commended by school staff to foster a positive school climate. May also be utilized to plan student/parent celebrations and out of school activities.

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)

1500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
PBIS Incentives/School Climate/Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Items to support the 8th grade promotion ceremony and to foster a positive school climate.

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)

1200

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Promotion Ceremony Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide incentives for participation and meeting STAR 360 Reading goals.

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)

2500

LCFF - Targeted
4000-4999: Books And Supplies
AR Incentives

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

AVID and AVID Excel students

Strategy/Activity

Provide incentives to AVID students for achieving program goals and expectations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF - Targeted
4000-4999: Books And Supplies
AVID Incentives

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide recognition and academic incentives for students achieving at high levels

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The second goal in Haydock's 18-19 SPSA was, "meeting the social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free, and conducive to learning. The metrics for this goal included baseline goals in the areas of suspension data, California Healthy Kids Survey, and attendance data. The goal regarding suspension data was to decrease the overall suspension rate to 8% or less. While Haydock did not meet this goal, there was a solid decrease in overall suspensions. Suspension rates will continue to be a focus area on the 2019-20 Haydock SPSA. The results from the California Health Kids survey demonstrated significant increases in the area of perceived safety, welcoming environment, and overall school climate. As measure by the School Climate Report Card, Haydock positively increased its overall school climate index from 223 to 269. Overall supports and student engagement increased from 200 to 241. The overall low violence and substance abuse grew from 258 to 302. This strong growth in the area of school climate and perceptions of safety will be a continued focus for this school year. The area of attendance was a challenge and Haydock did not meet the goal to decrease chronic absenteeism. The overall chronic absenteeism actually grew, and this goal will continue in this SPSA for the 2019-20 year. Haydock will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and administration, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor.

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 significant differences between what was intended for implementation activities last year. The budget expenditures were consistent with what was planned.

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.

Even though Haydock showed strong growth in both suspension data and school climate, this will remain a focus area. The area of chronic absenteeism will also continue to be a goal area and funding will be dedicated to providing incentives to students for excellent attendance, and for the school to intervene and support students that are chronically absent.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children
 To effectively communicate regularly with parents, including verbal translation as needed for conferences, parent workshops, parent-teacher meetings, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	According to teachers, parent attendance at conferences was 90% for 2018-2019	Maintain or increase the percentage of parents participating in parent conferences for the 2019-2020 school year.
Average Attendance at ELAC	ELAC averaged 14 parents in attendance for the period including the 2017/18 and 2018/19 school years.	ELAC will increase attendance to an average of at least 15 parents for the 2019-20 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Prepare and host the Haydock Vision Expo and College Fair, winter and spring arts showcases, and other site events to highlight site programs and accomplishments and share student learning opportunities with parents and community members.

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)

2000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
\$1487 Certificated Salary, \$513 Certificated Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Haydock. Social media accounts will include Twitter and Facebook. Lab techs will regularly update the school website with current pictures and information.

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)

No additional Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

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)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

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)

[Empty box for Amount(s)]

Source(s)

no additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support 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)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, and A-G requirements.

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)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide verbal translation as necessary to encourage parent participation on campus, including Back to School Night, Open House, ELAC, SSC, student conferences, and all other opportunities for parent communication.

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)

10000

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$7726 classified salary, \$2274 classified
benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide meals for parents on School Site Council and ELAC during meetings

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)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Provide meals for parents (SSC/ELAC)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Haydock Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional campus assistant time to enhance school culture and student sense of safety on campus

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)

1295

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$1000 classified salary, \$295 classified benefits

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal three in the 2018-19 SPSA stated, "Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. The activities in this goal were carried out last year including a number of parent workshops, campus tours, updating of student-parent compact. Haydock also continued with student conferences and had a strong turnout. The outreach specialist met frequently with parents to discuss additional wrap-around services and supports for students and families in need. PTA, ELAC, and SSC meetings were held with consistent attendance.

During this school year, we will continue to offer parents a variety of different opportunities to be meaningfully involved with their child's academic and social growth at Haydock Academy. This will include structured meetings like Back to School Night, fall and spring conferences, as well as other family events such as our Dia de los Muertos Celebration. We are committed to making parents feel like they are welcomed and valued on our campus. This also includes regularly communicating with parents about important events and opportunities on our campus and within the Oxnard School District.

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

This goal was implemented as planned for the 2018-2019 school year.

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.

Parent participation remains a strong focus area at Haydock and within the Oxnard School District. All of the previous activities will continue, with other parent opportunities provided for this year. Additional funding has been set aside for ample verbal translation as necessary for school events, parent workshops, and whenever needed. The school team will continue to post on social media to expose parents and community members to what is happening at Haydock. As additional funding becomes available, school site council will continue to explore other strategies to involve parents at Haydock.

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	\$117,818.00
Total Federal Funds Provided to the School from the LEA for CSI	\$150,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$452,609.00

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	Amount (\$)
CSI Funding	\$150,900.00
Title I	\$105,459.00
Title III	\$12,359.00

Subtotal of additional federal funds included for this school: \$268,718.00

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

State or Local Programs	Amount (\$)
Discretionary	\$57,191.00
LCFF - Intervention	\$48,363.00
LCFF - Targeted	\$78,337.00

Subtotal of state or local funds included for this school: \$183,891.00

Total of federal, state, and/or local funds for this school: \$452,609.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	105,459.00	0.00
Title III	12,359.00	0.00
LCFF - Targeted	78,337.00	0.00
LCFF - Intervention	48,363.00	0.00
Discretionary	57,191.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	150,900.00
Discretionary	57,191.00
LCFF - Intervention	48,363.00
LCFF - Targeted	78,337.00
Title I	105,459.00
Title III	12,359.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	105,500.00
4000-4999: Books And Supplies	CSI Funding	11,400.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	34,000.00
0001-0999: Unrestricted: Locally Defined	Discretionary	200.00
1000-1999: Certificated Personnel Salaries	Discretionary	579.00
2000-2999: Classified Personnel Salaries	Discretionary	21,441.00

4000-4999: Books And Supplies	Discretionary	29,721.00
5000-5999: Services And Other Operating Expenditures	Discretionary	4,750.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	31,138.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	17,225.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	4,000.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	23,295.00
4000-4999: Books And Supplies	LCFF - Targeted	25,433.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	1,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	13,609.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	61,015.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	31,944.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title III	6,025.00
4000-4999: Books And Supplies	Title III	5,433.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	901.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	424,614.00
Goal 2	13,700.00
Goal 3	14,295.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Scott Carroll	Principal
Bria Singer	Classroom Teacher
Mariana Garcia	Classroom Teacher
Mendez, Lauren	Classroom Teacher
Eric Steiner	Classroom Teacher
Kimberlee Ramirez	Other School Staff
Lorena Siqueiros	Parent or Community Member
Lorena Paz	Parent or Community Member
Elizabeth Deal Garcia	Parent or Community Member
Zachary Wentz	Parent or Community Member
Jessica Vargas	Parent or Community Member
Maria Ramirez	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
	✓ School Site Council
	✓ English Language Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-17-18.

Attested:

 Chair	Principal, Scott Carroll on 10/24/18
 Chair	SSC Chairperson, Elizabeth Garcia on 10/24/18