



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hayward High School	01611920133629	January 2, 2024	July 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hayward High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Schoolwide Program (SWP)

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Hayward High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Schoolwide Program (SWP)

The Hayward High Community will develop students and graduates to be:  
Hayward High School

School Goals (ESLRs)

Expected School-wide Learning Results

The Hayward High will GROW students and graduates to be:

Group based collaborators  
Responsible users of technology  
Overcomers of adversity  
Well-balanced students

Hayward High teachers will help students GROW by committing to:

Fostering student voice  
Assisting social/emotional health  
Relating culturally relevant topics/subjects  
Maintaining high standards, rigor  
Establishing routines to for college, life and career success  
Rewarding resilience and restorative practices

Hayward High administrators and support staff will commit to supporting students and staff on the FARM by

Fostering an academic environment  
Amplifying positive morale  
Reflecting on practices and decision-making  
Making opportunities for student/staff success

The HUSD LCAP has 5 primary focus goals:

1 - Deeper Learning - HUSD will increase student's deeper learning experiences, particularly for students furthest from opportunity, by building staff capacity to teach and interact with students in culturally and linguistically responsive ways. This aligns with LCFF Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 Course Access, and 8 Other Pupil outcomes

2 - Relationship-Centered Schools - HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support. This aligns with LCFF Priorities 3 (Parent Involvement) and 5 (Pupil Engagement)

3 - Service Excellence - HUSD will create a welcoming environment and positive experience and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence. This aligns with LCFF Priorities 6 (School Climate) and 1 (Basic Service)

4 - Operational Sustainability - HUSD will create and implement comprehensive facilities, safety and technology plans that ensure equitable and sustainable upgrades. This aligns with LCFF Priority 1 (Basic Services)

5 - Achievement/Engagement: Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

In creating the SPSA for Hayward High School, exploration and reflection on the district's LCAP was a priority to ensure all HHS needs were aligned to state and district goals. Our process was anchored in a thorough understanding of the LCFF's fundamental objectives, emphasizing the empowerment of local communities to address the unique needs of students, particularly those facing disparities and challenges. In accordance with state requirements, our SPSA meticulously delineates measurable goals that reflect our unwavering commitment to student success while adhering to the provisions of ESSA, which demand accountability, transparency, and evidence-based strategies for advancing student outcomes. As result we reaffirm our commitment to nurturing a learning environment where every student can thrive, succeed and realize their fullest potential.

The HHS SPSA has 8 primary goals:

1 - Language and Literacy: Hayward High School will increase performance on CAASPP ELA by 5%. To ensure this, all students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments, which will help students demonstrate growth or proficiency toward Common Core Standards in ELA. This aligns to LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

2 - Mathematics: Hayward High School will increase performance on CAASPP Mathematics by 5%. To ensure this, all students will receive mathematics instruction that is tailored to their needs, as measured on State (CAASPP Mathematics) and local assessments, which will help all students demonstrate growth or proficiency toward Common Core Standards in Mathematics. This aligns with LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

3 - English Language Development: Hayward High School will increase English Learners performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 5%. To ensure this, students will receive instructional support and intervention to develop language skills. This aligns with LCAP 1 (Deeper Learning) and 5 (Achievement/Engagement)

4 - Staffing & Resources: Hayward High School will prioritize hiring to 100% completion and allocating essential resources to enhance student accessibility to both technology and Visual and Performing Arts (VAPA) programs, which are fundamental to fostering a comprehensive educational experience that empowers students across diverse learning pathways. This aligns with LCAPs 1 (Deeper Learning), 3 (Service Excellence) and 4 (Operational Sustainability) and 5 (Achievement/Engagement)

5 - School Climate and Social-Emotional Learning (SEL): Hayward High School will commit to holistic student well-being through the integration of Social-Emotional Learning (SEL) with trauma-informed care, intervention, and restorative practices within our educational framework. This aligns with LCAP 2 (Relationship-Centered Schools)

6 - Parent Engagement: Hayward High School will commit to implementing strategies to increase parent participation in school-wide activities, which is essential to fostering a collaborative and supportive educational environment that benefits both students and the entire school community. This aligns with LCAP 2 (Relationship-Centered Schools)

7 - Attendance and Chronic Absenteeism: Hayward High School will reduce chronic absenteeism by 5% thus increasing overall daily attendance. This aligns with LCAP 2 (Relationship-Centered Schools) and 5 (Achievement/Engagement)

8 - Graduation Rate: Hayward High School will increase the graduation rate by 3% for all students: unduplicated students, African American students, students with disabilities, English Learners, students with exceptional need and students with foster or homeless status. This aligns with LCAP 2 (Relationship-Centered Schools) and 5 (Achievement/Engagement)

The SPSA has an analysis of recent student achievement data, and a budget outline that describes how the majority of Hayward High School's categorical funds are spent to achieve our SPSA goals. Hayward High School also works in collaboration with the Educational Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. State and federal funds that Hayward High School receives supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

# Educational Partner Involvement

How, when, and with whom did Hayward High 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 this Single Plan for Student Achievement was a collaborative effort, and team members contributed to the brainstorming process. Educational partners include:

Local Curriculum Council (LCC)  
School Site Council (SSC)  
English Learner Advisory Committee (ELAC)  
Instructional Leadership Team (ILT)  
English Language Development (ELD) Team  
AASAI/Ubuntu  
Staff  
Parents/Guardians  
Students

Needs assessments were also based on informal conversations, the Panoramic Survey data, the California Healthy Kids Survey data, team meetings, and other surveys.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Limited service providers for students who need social-emotional support and mental health services: Addressing resource inequities to gain greater access to social-emotional health support (i.e more COST providers on campus) highlights the imperative for equitable access to vital mental health resources crucial for the overall well-being and academic success for students.

Aging classroom facilities (old whiteboards, lack of Smart Boards, unstable Wi-Fi, bathroom facilities): Recognizing the disparities stemming from aging classroom facilities underscored the urgent need to rectify resource inequities, ensuring that all students benefit from safe, conducive learning environments that promote academic excellence and foster holistic development. This resulted in the Hayward community passing Bond measures to facilitate a campus 'refresh' of aging buildings/classrooms. Construction for our 'refresh' is currently ongoing, with limited building completion at this time. This

Credit recovery: The inequity of resources available for students who fail classes not only widens academic disparities but also deepens the cycle of educational disadvantage, highlighting the urgent need for targeted support systems to ensure all students have equitable access to resources necessary for academic success and advancement. These efforts will help students get back on track for graduation without needing to seek an alternative placement.

Alignment of teaching practices: The lack of resources to align teaching practices not only hampers educators' ability to meet diverse student needs effectively but also underscores the pressing need for investment in professional development and instructional tools that facilitate the implementation of research-based teaching strategies, ensuring equitable learning opportunities for all students. Utilizing the cycle of inquiry to implement data-driven instruction, create common assessments, and develop shared teaching practices needs to be a focus to build more cross-curricular cohesion and develop greater student success and understanding.

Limited technology (WIFI, 1:1) for students: The deficiency in resources to support consistent WIFI and a one-to-one (1:1) student-to-technology ratio not only impedes students' access to essential digital learning tools but also underscores the critical need for investment in technology infrastructure and devices to empower every student with the skills and resources necessary for success in the digital age.

Truancy: The absence of resources to address truancy not only exacerbates the cycle of absenteeism but also underscores the urgent need for targeted interventions and support systems that provide students with the necessary resources and assistance to overcome barriers to attendance, fostering a culture of engagement and accountability within the school community.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Orange Performance Categories:

English Language Arts  
Mathematics  
English Learner Progress  
Graduation Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hayward High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.35%	0.48%	3	6	8
African American	12.15%	11.1%	11.76%	200	190	196
Asian	4.19%	4.09%	4.38%	69	70	73
Filipino	4.74%	3.97%	3.96%	78	68	66
Hispanic/Latino	66.89%	68.28%	67.61%	1101	1169	1127
Pacific Islander	2.98%	2.98%	2.88%	49	51	48
White	4.86%	5.02%	4.50%	80	86	75
Multiple/No Response	3.77%	4.09%	4.02%	62	70	67
<b>Total Enrollment</b>				1646	1712	1667

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	411	457	408
Grade 10	486	415	448
Grade 11	391	468	398
Grade 12	358	372	413
<b>Total Enrollment</b>	1,646	1,712	1,667

#### Conclusions based on this data:

1. HHS has a stable enrollment with losses mirrored by gains as shown by enrollment numbers totaling 1696-1712 students from 2020-2023.
2. There has been a slight increase in the number of American Indian, Hispanic/Latino students enrolled from 2020-2023. As of 2023, the largest student demographic is Hispanic/Latino students, which make-up over half of the student population at 68.28% and the smallest student demographic is American Indian with .35%.
3. There has been a slight decrease in the number of African American and Filipino students enrolled. Even with the decrease, as of 2023, the second highest student demographic is African American students with 11.1%.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	182	186	166	9.80%	11.1%	10.0%
Fluent English Proficient (FEP)	790	852	804	48.00%	48.0%	48.2%
Reclassified Fluent English Proficient (RFEP)				6.6%		

### Conclusions based on this data:

1. In 2022-2023, the number of EL students enrolled increased; as well as, the number of students who were RFEP.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	405	374	458	0	343	394	0	343	392	0.0	91.7	86.0
<b>All Grades</b>	405	374	458	0	343	394	0	343	392	0.0	91.7	86.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		2576.	2590.		19.83	21.68		30.32	34.69		23.32	23.21		26.53	20.41
<b>All Grades</b>	N/A	N/A	N/A		19.83	21.68		30.32	34.69		23.32	23.21		26.53	20.41

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>Grade 11</b>		21.28	21.43		55.10	59.18		23.62	19.39	
<b>All Grades</b>		21.28	21.43		55.10	59.18		23.62	19.39	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		26.24	26.53		47.81	54.59		25.95	18.88
All Grades		26.24	26.53		47.81	54.59		25.95	18.88

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.66	13.52		70.85	73.72		17.49	12.76
All Grades		11.66	13.52		70.85	73.72		17.49	12.76

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.70	22.96		64.43	61.22		14.87	15.82
All Grades		20.70	22.96		64.43	61.22		14.87	15.82

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**Conclusions based on this data:**

1. In 2022-2023, 458 11th grade students were enrolled and 394 students (86%) were tested in ELA. This is a decrease of a little over 6% from 2021-2022.
2. Overall achievement for all students increased by 6% from 2021-2022 results. 23% of students at Hayward High School were Above Standard/Met Standard with 77% of students Near Standard/Below Standard. This suggests that fewer than half of the Juniors at Hayward High School require further development to meet the state's educational standards
3. Although there are pockets of success within this category, it remains an overarching area for growth. Specifically, 86% of students tested at or near/below standard for Listening, and 77% of students tested at or near/below standard for Research and Inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	405	374	458	0	340	385	0	340	385	0.0	90.9	84.1
<b>All Grades</b>	405	374	458	0	340	385	0	340	385	0.0	90.9	84.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		2508.	2533.		7.35	6.23		10.00	16.36		20.59	24.94		62.06	52.47
<b>All Grades</b>	N/A	N/A	N/A		7.35	6.23		10.00	16.36		20.59	24.94		62.06	52.47

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>		10.59	12.47		30.88	35.58		58.53	51.95
<b>All Grades</b>		10.59	12.47		30.88	35.58		58.53	51.95

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.24	5.71		52.94	57.92		38.82	36.36
All Grades		8.24	5.71		52.94	57.92		38.82	36.36

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.82	7.01		57.35	68.05		33.82	24.94
All Grades		8.82	7.01		57.35	68.05		33.82	24.94

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In 2022-2023, 458 11th grade students were enrolled and 385 students (84.1%) were tested in Mathematics. This is a decrease of a little over 6% from 2021-2022.
2. Overall achievement for all students increased by 5% from 2021-2022 results. 23% of students at Hayward High School were Above Standard/Met Standard with 77% of students Near Standard/Below Standard. This suggests that three quarters of the Juniors at Hayward High School require further development to meet the state's educational standards.
3. A focus in 2021-2022 on Concept & Procedures led to slight increases in above standard numbers, but there was a slight decrease in the number of students meeting proficiency in Problem Solving & Modeling/Data Analysis and Communicating Reasoning

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1555.4	1560.9	1559.1	1565.7	1576.9	1567.0	1544.7	1544.5	1550.8	60	50	64
<b>10</b>	1554.4	1584.2	1565.4	1565.2	1593.5	1576.0	1543.0	1574.5	1554.2	29	62	39
<b>11</b>	1560.5	1578.0	1565.9	1562.1	1584.0	1571.1	1558.4	1571.4	1560.1	18	25	32
<b>12</b>		*	1577.1		*	1596.3		*	1557.3	0	5	13
<b>All Grades</b>										107	142	148

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	8.33	24.00	17.46	48.33	32.00	39.68	36.67	34.00	34.92	6.67	10.00	7.94	60	50	63
<b>10</b>	10.71	34.43	12.82	50.00	37.70	56.41	28.57	22.95	28.21	10.71	4.92	2.56	28	61	39
<b>11</b>	6.67	20.00	15.63	40.00	48.00	46.88	46.67	32.00	34.38	6.67	0.00	3.13	15	25	32
<b>12</b>		*	15.38		*	46.15		*	38.46		*	0.00		*	13
<b>All Grades</b>	8.74	27.66	15.65	47.57	37.59	46.26	35.92	29.08	33.33	7.77	5.67	4.76	103	141	147

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	36.67	36.00	26.98	38.33	42.00	55.56	23.33	20.00	15.87	1.67	2.00	1.59	60	50	63
<b>10</b>	53.57	45.90	35.90	32.14	40.98	51.28	14.29	13.11	12.82	0.00	0.00	0.00	28	61	39
<b>11</b>	26.67	36.00	34.38	60.00	56.00	50.00	6.67	8.00	15.63	6.67	0.00	0.00	15	25	32
<b>12</b>		*	61.54		*	30.77		*	7.69		*	0.00		*	13
<b>All Grades</b>	39.81	41.13	34.01	39.81	43.97	51.02	18.45	14.18	14.29	1.94	0.71	0.68	103	141	147

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	2.00	4.76	18.33	24.00	17.46	56.67	42.00	57.14	25.00	32.00	20.63	60	50	63
<b>10</b>	0.00	8.20	0.00	7.14	39.34	25.64	78.57	36.07	61.54	14.29	16.39	12.82	28	61	39
<b>11</b>	0.00	0.00	3.13	13.33	32.00	15.63	60.00	52.00	62.50	26.67	16.00	18.75	15	25	32
<b>12</b>		*	0.00		*	7.69		*	84.62		*	7.69		*	13
<b>All Grades</b>	0.00	4.26	2.72	14.56	31.91	18.37	63.11	41.13	61.90	22.33	22.70	17.01	103	141	147

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	6.78	4.00	9.52	76.27	80.00	76.19	16.95	16.00	14.29	59	50	63
<b>10</b>	3.57	6.56	7.69	75.00	81.97	76.92	21.43	11.48	15.38	28	61	39
<b>11</b>	0.00	12.00	0.00	73.33	60.00	78.13	26.67	28.00	21.88	15	25	32
<b>12</b>		*	0.00		*	84.62		*	15.38		*	13
<b>All Grades</b>	4.90	6.38	6.12	75.49	76.60	77.55	19.61	17.02	16.33	102	141	147

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	83.33	90.00	90.48	16.67	8.00	9.52	0.00	2.00	0.00	60	50	63
<b>10</b>	89.29	93.22	100.00	10.71	5.08	0.00	0.00	1.69	0.00	28	59	39
<b>11</b>	86.67	100.00	96.88	6.67	0.00	3.13	6.67	0.00	0.00	15	25	32
<b>12</b>		*	100.00		*	0.00		*	0.00		*	13
<b>All Grades</b>	85.44	93.53	95.24	13.59	5.04	4.76	0.97	1.44	0.00	103	139	147

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	6.00	9.52	58.33	58.00	61.90	41.67	36.00	28.57	60	50	63
<b>10</b>	3.57	22.95	10.26	67.86	57.38	64.10	28.57	19.67	25.64	28	61	39
<b>11</b>	0.00	0.00	6.25	66.67	68.00	50.00	33.33	32.00	43.75	15	25	32
<b>12</b>		*	7.69		*	46.15		*	46.15		*	13
<b>All Grades</b>	0.97	12.77	8.84	62.14	58.87	58.50	36.89	28.37	32.65	103	141	147

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	2.00	0.00	90.00	78.00	85.71	10.00	20.00	14.29	60	50	63
<b>10</b>	0.00	3.28	0.00	78.57	85.25	87.18	21.43	11.48	12.82	28	61	39
<b>11</b>	13.33	16.00	0.00	80.00	76.00	96.88	6.67	8.00	3.13	15	25	32
<b>12</b>		*	7.69		*	92.31		*	0.00		*	13
<b>All Grades</b>	1.94	4.96	0.68	85.44	80.85	89.12	12.62	14.18	10.20	103	141	147

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Our students scored highest in the Speaking domain.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1712</b>	<b>67.8</b>	<b>10.9</b>	<b>0.2</b>
Total Number of Students enrolled in Hayward High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	186	10.9
Foster Youth	4	0.2
Homeless	29	1.7
Socioeconomically Disadvantaged	1160	67.8
Students with Disabilities	248	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	190	11.1
American Indian	6	0.4
Asian	70	4.1
Filipino	68	4
Hispanic	1169	68.3
Two or More Races	70	4.1
Pacific Islander	51	3
White	86	5

**Conclusions based on this data:**

1. Overall, enrollment by race has remained relatively stable based on the data from 2021-2022, with only minor fluctuations observed among student demographic groups.
2. There have been notable surges in enrollment across many student demographics, particularly evident in the enrollment of socioeconomically disadvantaged students, based on data from 2021-2022. This uptick is likely attributed to administrative efforts aimed at encouraging more parents to complete the Free-Reduced Lunch survey. Previously, a portion of parents refrained from completing the survey due to confusion stemming from the state's initiative to provide free lunch to all students. While there appears to be an enrollment increase on record, it's somewhat misleading since many of these students were already enrolled but had not completed the necessary form.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  Medium		

**Conclusions based on this data:**

1. The College/Career status is currently rated as Medium, which is informative since there was no dashboard data given last year. This is largely attributed to the proactive initiatives undertaken by the College and Career center, including organizing visits from colleges and trade schools to our campus. Additionally, programs like Puente and AVID have played a pivotal role in guiding students towards Pathway and AP programs. Moreover, organized field trips to various colleges across California have contributed significantly to this endeavor.
2. Suspension rates have shown a decrease from the 2022 dashboard, currently reflecting a low status. However, despite an overall increase in the number of suspensions, the data can be deceptive, as it predominantly involves recurrent expulsions of the same students throughout the year. Additionally, there has been a noteworthy decrease in the suspension of students with disabilities.

# School and Student Performance Data

## Academic Performance English Language Arts

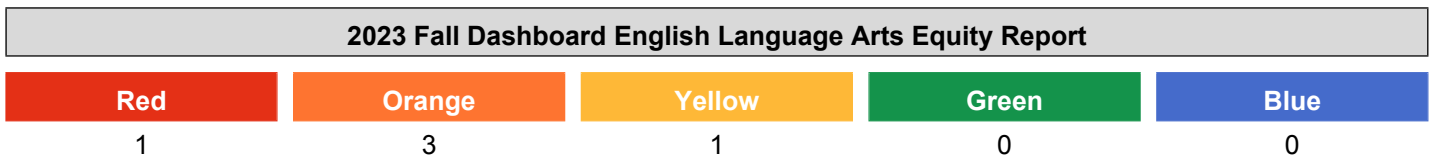
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 24.2 points below standard Decreased -10.7 points 426 Students	<b>English Learners</b>  Red 137.3 points below standard Decreased Significantly -45 points 84 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 158.4 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Orange 29.6 points below standard Decreased -10.1 points 292 Students	<b>Students with Disabilities</b>  Orange 137.8 points below standard Increased Significantly +19.1 points 47 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 24.6 points below standard Increased +12.1 points 50 Students	Less than 11 Students 3 Students	72.4 points above standard Decreased -5.7 points 20 Students	35.7 points above standard Increased +12.7 points 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.3 points below standard Decreased Significantly - 19.1 points 280 Students	58.8 points below standard Decreased Significantly - 32.1 points 12 Students	100.4 points below standard 17 Students	34.3 points above standard Increased Significantly +135.1 points 23 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
203.6 points below standard Decreased Significantly -77.6 points 39 Students	85.3 points below standard Decreased Significantly -32.1 points 46 Students	6.9 points below standard Increased Significantly +32 points 174 Students

#### Conclusions based on this data:

1. Overall, according to the 2023 Dashboard, Hayward High School students are positioned 24.2 points below the standard in ELA. This represents a decrease of -10.2 points compared to the 2021-2022 school year.
2. White students demonstrated the most substantial improvement in ELA scores, with a notable increase of 135.1 points. African American and Filipino students also exhibited gains in points. Furthermore, Students with Disabilities showed progress, although they remain 137.8 points below the standard.
3. The 2023 Dashboard reveals that English Learners faced considerable challenges in ELA, trailing by 137.3 points below the standard. Moreover, there was a notable decline of -45 points from the 2021-2022 period. This significant drop underscores the urgent need for targeted intervention in this area.

# School and Student Performance Data

## Academic Performance Mathematics

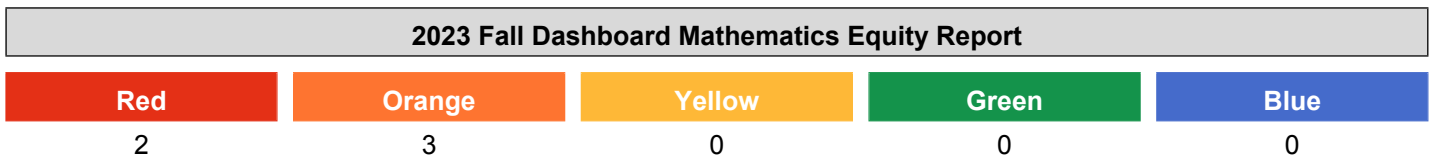
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.





This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 121.3 points below standard Increased +5 points 428 Students	<p><b>English Learners</b></p>  Red 214 points below standard Decreased -5.8 points 84 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>287.6 points below standard</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 131.6 points below standard Increased +11.1 points 294 Students	<p><b>Students with Disabilities</b></p>  Orange 214.4 points below standard Increased Significantly +36.9 points 47 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 139.3 points below standard Increased Significantly +30.6 points 51 Students	Less than 11 Students  3 Students	25.8 points above standard Increased Significantly +24.9 points 20 Students	51.9 points below standard Increased Significantly +21.1 points 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 136.9 points below standard Decreased -4 points 281 Students	104 points below standard Increased Significantly +27.6 points 12 Students	185.1 points below standard 17 Students	59 points below standard Increased Significantly +82.7 points 23 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
259.9 points below standard Decreased Significantly -31.6 points 39 Students	178 points below standard Increased +7 points 46 Students	110.5 points below standard Increased Significantly +37.5 points 175 Students

#### Conclusions based on this data:

1. The 2023 Dashboard indicates a general advancement for all students at Hayward High School in Mathematics, with a collective increase of 5 points. Nevertheless, they remain 121.3 points below the established standard. Performance levels exhibit variability among students across the spectrum.
2. Asian students are the sole student group surpassing the standard, with a margin of 25.8 points.
3. Presently, Current English Learners face the most significant challenge, trailing by 259.9 points below the standard. Reclassified English Learners follow, falling short by 178 points, while English Only students are 110.5 points below standard. It's evident that English Learners require targeted intervention.

# School and Student Performance Data

## Academic Performance English Learner Progress

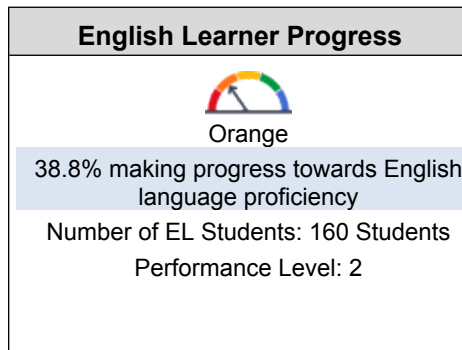
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
37	35	1	61

#### Conclusions based on this data:

1. Approximately 51.5% of students have advanced by at least one ELPI level, while around a quarter of the students have regressed by one level, and another quarter have maintained their proficiency level from the previous year.
2. Overall, there has been a modest decline in the level of proficiency compared to the 2022 dashboard, with only 39% of students demonstrating advancement towards English Language proficiency.
3. There remain significant growth opportunities for our English Language Learning students.

# School and Student Performance Data

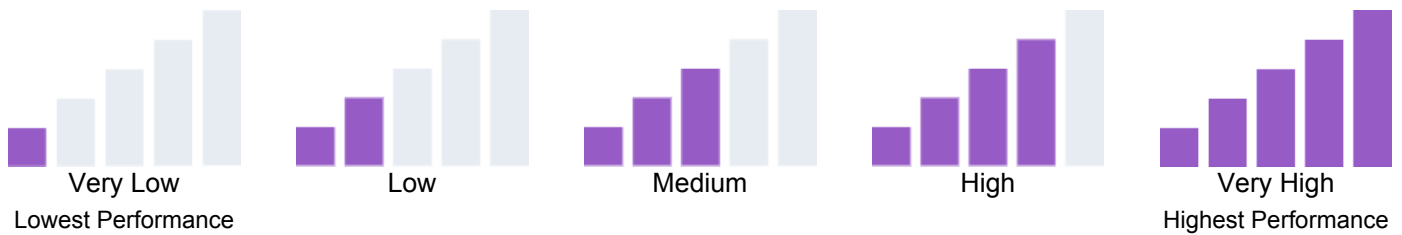
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

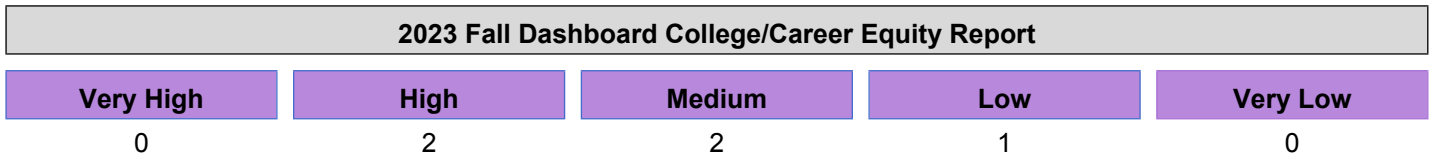
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

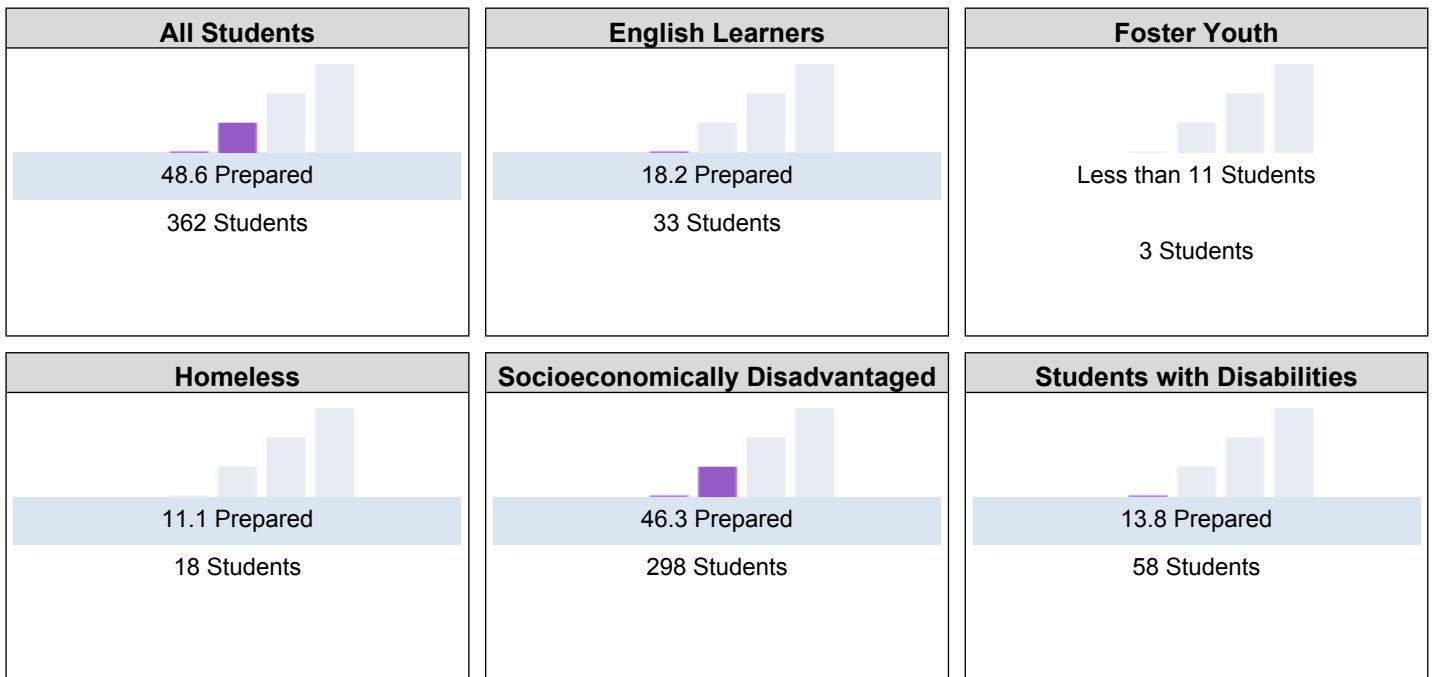


This section provides number of student groups in each level.

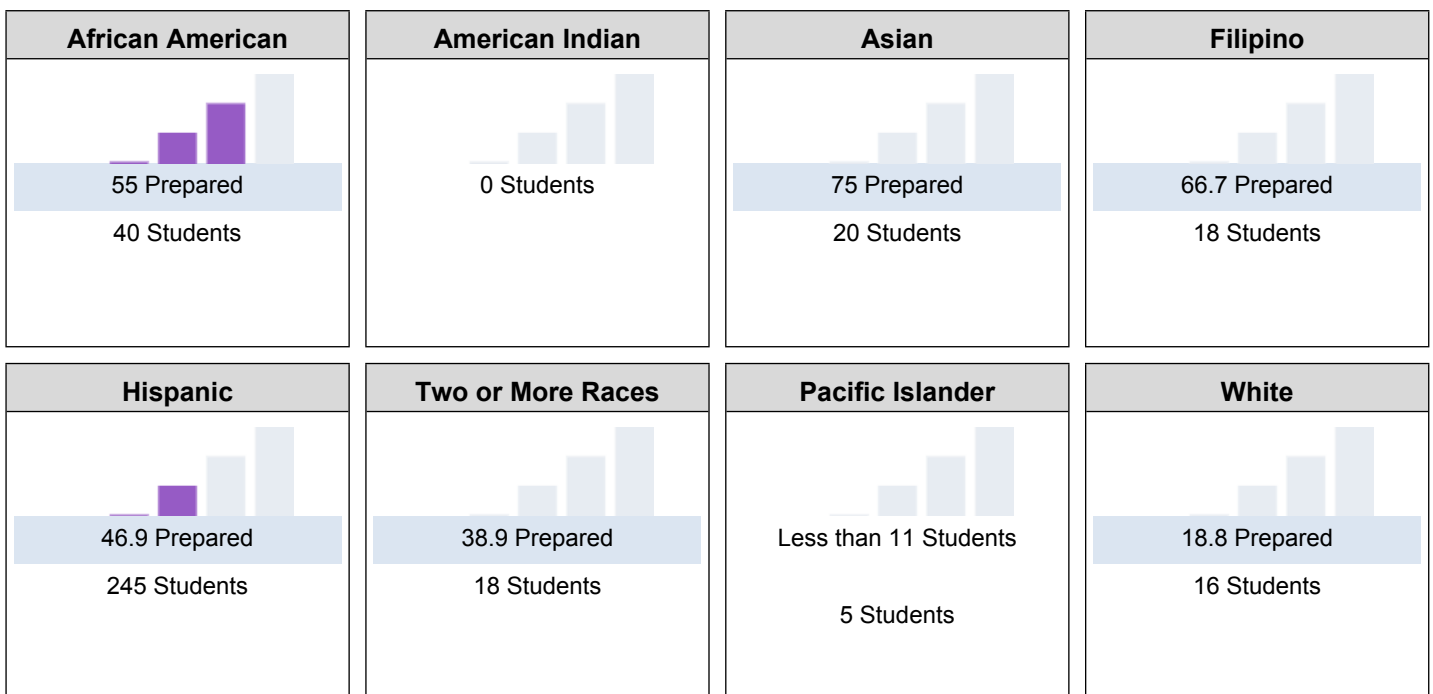


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2023 Fall Dashboard College/Career Report for All Students/Student Group



## 2023 Fall Dashboard College/Career Report by Race/Ethnicity



### Conclusions based on this data:

1. Overall, the data suggests that only 49% of HHS students demonstrate college and career readiness.
2. The dashboard highlights a notable disparity in college and career readiness among student groups. White students exhibit a considerably lower readiness rate of 19%, whereas Asian students showcase the highest level of preparedness at 75%, followed by Filipino students at 66%.
3. Socioeconomically disadvantaged, Hispanic, and African American students demonstrate readiness rates clustered around 50% with socioeconomically disadvantaged students at 46%, Hispanic students at 47%, and African American students at 55% in terms of college and career preparedness.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."











This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  No Performance Color 0 Students	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0 Students	<b>Students with Disabilities</b>  No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. This information was only provided for students in grades K-8.
2. While no data was sourced from the state, our internal Chronic Absentee Analysis Report for HHS reveals that our combined chronic and severe absentee rate stands at approximately 59%.
3. Roughly 39% of our students are classified as chronic absentees, missing more than 10% of school days annually. Additionally, 20% of our students fall into the severe chronic absentee category, missing more than 20% of school days per year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

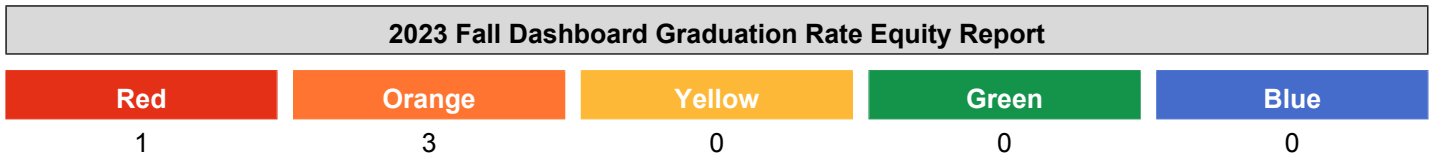
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.






This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>86% graduated</p> <p>Decreased -2.9</p> <p>364 Students</p>	<p><b>English Learners</b></p> <p>79.4% graduated</p> <p>Increased Significantly 16.4</p> <p>34 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>66.7% graduated</p> <p>Increased Significantly 25</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>84.3% graduated</p> <p>Decreased -4.8</p> <p>300 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>66.7% graduated</p> <p>Decreased Significantly -12.6</p> <p>60 Students</p>



**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 87.8% graduated Decreased -1.9 41 Students	 No Performance Color 0 Students	100% graduated Increased 4.8 20 Students	94.4% graduated Increased Significantly 20.8 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.2% graduated Decreased -2.4 246 Students	66.7% graduated Decreased Significantly - 33.3 18 Students	Less than 11 Students 5 Students	81.3% graduated Decreased Significantly - 14.4 16 Students

**Conclusions based on this data:**

1. The overall graduation rate experienced a notable increase, with HHS achieving an 88.9% graduation rate for all students.
2. The HHS homeless population exhibited the lowest graduation rate, at 41.7%. Consequently, addressing the needs of this demographic stands out as our paramount area of concern.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

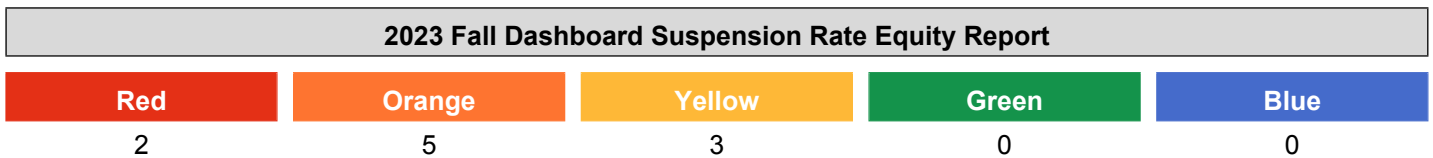
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 6.9% suspended at least one day Increased 1.3 1824 Students	<b>English Learners</b>  Yellow 8.4% suspended at least one day Declined Significantly -2 262 Students	<b>Foster Youth</b> 18.2% suspended at least one day 11 Students
<b>Homeless</b> 11.7% suspended at least one day Increased 0.6 60 Students	<b>Socioeconomically Disadvantaged</b>  Orange 7.8% suspended at least one day Increased 1.2 1301 Students	<b>Students with Disabilities</b>  Orange 11.9% suspended at least one day Declined -1.8 268 Students

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 14.4% suspended at least one day Increased Significantly 6.5 209 Students	Less than 11 Students 6 Students	 Orange 5.2% suspended at least one day Increased 3.8 77 Students	 Orange 4.3% suspended at least one day Increased 3.1 69 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.8% suspended at least one day Maintained 0 1240 Students	 Red 10.1% suspended at least one day Increased 4.8 79 Students	 Yellow 7.7% suspended at least one day Declined -3.8 52 Students	 Orange 3.3% suspended at least one day Increased 2.1 92 Students

### Conclusions based on this data:

1. Students with Disabilities recorded the highest suspension rate at 13.7%, followed by Pacific Islanders at 11.5%. Further disaggregated data on Students with Disabilities by race within other student groups would be valuable for informing targeted intervention strategies.
2. Filipino and White students exhibited the lowest suspension rates, each accounting for only 1.2% of the total."
3. There has been a general rise in the total number of suspensions compared to the 2022 dashboard data. However, it's important to note that this figure may be misleading, as it primarily reflects recurrent expulsions of the same individuals.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning - Language and Literacy (ELA)**

Language and Literacy: Hayward High School will increase performance on CAASPP ELA by 5%. To ensure this, all students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments, which will help students demonstrate growth or proficiency toward Common Core Standards in ELA.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

#### Metric:

Increase CAASPP ELA scores by 8 points.

Metric: 100% of students have sufficient access to standards-aligned instructional materials

#### LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase students with Disabilities performance on the CAASPP ELA

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- 2022-2023 CAASPP results
- Dashboard analysis

Analysis:

- 56% of Hayward High students tested Met or Exceeded the standard in ELA, with 44% falling in the Nearly or Not met category.
- Within the cohort under examination, distinct patterns emerged in the performance of various student subgroups. English Learners demonstrated notably low test scores. Similarly, students identified as All (reflecting the entire school population), Hispanic, and socioeconomically disadvantaged, as well as those classified with disabilities, also exhibited low performance. However, the assessment yielded a moderate performance level among African American students. It is noteworthy that while the test scores for All students, socioeconomically disadvantaged students, and Hispanic students experienced a decline, there was a noteworthy increase in performance observed among students with disabilities and African American students. Based on the analysis conducted, discernible performance gaps have been identified across several student demographics. Specifically, performance differentials have been noted for the following groups: All students (representing the entire school population), Hispanic students, English Learners, Students with Disabilities, and those classified as Low Socioeconomic Students.
- Although there are pockets of success within ELA this year, including meeting the 2022-2023 SPSA goal, it remains an overarching area for growth. Specifically, 86% of students tested at or near/below standard for Listening, and 77% of students tested at or near/below standard for Research and Inquiry. As a result of our analysis, it is evident that there are specific areas within the ELA CAASPP scores that require targeted improvement to enhance overall performance. Particularly, attention should be directed towards bolstering proficiency in the domains of listening and research and inquiry. While there have been some notable achievements in the reading and writing categories, it is imperative that these areas remain a continued focal point for ongoing enhancement efforts.

In order to effectively measure academic gains and progress, our Professional Learning Communities (PLCs) will be tasked with collecting comprehensive data using the Cycle of Inquiry (COI) framework. This data will be instrumental in evaluating individual SMART goals set by educators within the PLCs. Additionally, various stakeholder groups such as the School Site Council (SSC), African American Student Achievement Initiative (AASAI), English Learner Advisory Committee (ELAC), and other invested parties will actively participate in monitoring the results.

Steps to Address Areas of Concern:

1. Curriculum Alignment:

- Ensure that the school's ELA curriculum is fully aligned with the Common Core Standards, focusing on the skills and knowledge assessed in the CAASPP ELA.
- Provide professional development opportunities for teachers to enhance their understanding of the standards and effective instructional strategies.

2. Differentiated Instruction:

- Implement differentiated instruction techniques to meet the diverse needs of students.
- Use formative assessments to identify individual student needs and adjust instruction accordingly.

3. Literacy Across the Curriculum:

- Emphasize literacy skills in all subject areas, not just ELA classes.
- Provide training for teachers on how to incorporate literacy instruction into their specific content areas.

4. Intervention and Support:

- Implement targeted intervention programs for students who are struggling with ELA skills.
- Provide additional support through tutoring, after-school programs, or summer school for students who need extra help.

5. Technology Integration:

- Utilize educational technology tools and resources to engage students and reinforce ELA skills.
- Provide access to online practice tests and resources that mirror the format of the CAASPP ELA.

6. Parent and Community Involvement:

- Engage parents and caregivers in their children's ELA education through workshops, newsletters, and informational sessions.

- Partner with community organizations to provide additional resources and support for students.

#### 7. Motivation and Goal Setting:

- Set individualized goals with students and provide them with regular feedback on their progress.
- Celebrate achievements and progress toward the 5% improvement goal to maintain motivation.

#### 8. Teacher Collaboration and PLCs:

- Foster collaboration among teachers through Professional Learning Communities (PLCs) to share best practices and strategies for improving ELA instruction.
- Provide time for teachers to analyze student work and assessment data collaboratively, identifying trends and areas for improvement.

#### 9. Continuous Monitoring and Adjustment:

- Continuously monitor student progress through formative and summative assessments.
- Adjust instructional strategies and interventions as needed based on ongoing data analysis.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

#### 1. PLCs' Data Collection:

- PLCs will collect data aligned with their specific focus areas and goals. This may include student assessment results, progress towards learning objectives, attendance records, behavior incidents, and other relevant metrics.

#### 2. Cycle of Inquiry (COI) Framework:

- PLCs will utilize the COI framework to guide their data collection, analysis, and action planning processes. This cyclical approach ensures continuous improvement based on evidence-based practices and interventions.

#### 3. SMART Goals Evaluation:

- Educators within PLCs will set individual SMART goals related to student achievement, instructional effectiveness, and professional growth. Data collected through the COI process will be used to monitor progress towards these goals and inform adjustments as needed.

#### 4. Stakeholder Involvement:

- The SSC, AASAI, ELAC, and other stakeholder groups will actively participate in the monitoring and evaluation of academic gains. They will provide valuable input, feedback, and support to ensure that data-driven decisions are made collaboratively.

#### 5. Quantitative and Qualitative Data:

- PLCs will collect both quantitative and qualitative data to gain a comprehensive understanding of student performance and instructional effectiveness. This may include standardized test scores, classroom assessments, surveys, focus groups, and observational data.

#### 6. Regular Progress Monitoring:

- Progress towards academic gains will be regularly monitored and reviewed by PLCs and stakeholder groups. This ongoing assessment allows for timely interventions and adjustments to instructional practices to better meet the needs of students.

#### 7. Data Analysis and Reflection:

- PLCs will analyze collected data to identify trends, patterns, and areas for improvement. Reflection on data findings will inform the development of action plans aimed at addressing identified challenges and optimizing student learning outcomes.

#### 8. Continuous Communication and Collaboration:

- Open communication and collaboration among PLC members, stakeholders, and leadership will be fostered to ensure alignment of goals, strategies, and resources. Regular meetings and updates will facilitate shared ownership of the data-driven improvement process.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores (CAASPP)	Increase performance levels on ELA, Math, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 5% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Grades	Semester 1 and Semester 2 Grades (Ds and Fs)	Increase grades of C- or better by 5%
Graduation Rate	88.9%	Increase by 3% to 91.9%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional development will be provided to all content-area teachers and administrators to continue the implementation of the Common Core State Standards and culturally responsive pedagogy to increase rigor and the level of Student Academic Engagement in the classroom. Teachers across all content and subject areas will collaborate to produce, teach, reflect on, and refine lessons that are aligned to the Common Core State Standards (CCSS) and/or the most recently available content standards and/or Frameworks.</p> <p>PLCs will collaborate to engage in a Cycle of Inquiry (COI) to determine the efficacy of lessons and teaching strategies in order to meet instructional goals. PLCs will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention. Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will utilize academic language within and across content areas as per the CA English Language Development (ELD) Standards, which are taught in conjunction with content standards.</p>	All Students in ELA	<p>5000.00 Unrestricted</p> <p>PD Conferences to improve instruction in the classroom.</p> <p>5000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher Collaboration time for outside of the work day. 10000.00 LCFF 4000-4999: Books And Supplies To Increase rigor and level of Student Academic Engagement 0.0 None Specified None Specified</p>
1.2	<p>Provide after school tutoring support for ELA</p> <p>Academic Support Intervention</p> <p>Provide multicultural and anti-racist library books that are of high interest and appropriate for underperforming students and ELs, in order to</p>	All Students	<p>8524.00 Title I 4000-4999: Books And Supplies Materials and supplies for ELA, Math, Science, and STEAM classrooms, including</p>

	<p>ensure students have access to materials that will accelerate language acquisition (for ELs) and/or accelerate students' reading ability and proficiency of high leverage academic language. We will encourage teachers (especially ELA teachers) to provide students with opportunities to check out and read these books at school. And we will use additional funding to purchase more of these types of books. Many of our ELA teachers are trained in Reading Apprenticeship, and thus have the skills to leverage independent reading to boost student achievement within their respective content areas. By providing these books, these teachers will now have the materials necessary to support students in this way.</p>	<p>library books.\$6000 set aside for library books 32,880.08 Title I 1000-1999: Certificated Personnel Salaries Tutoring , After school interventions 3000.00 Unrestricted 5000-5999: Services And Other Operating Expenditures Staff development fees</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Overall, our approach to improving student proficiency in English Language Arts (ELA) is comprehensive, incorporating strategies like data analysis, stakeholder involvement, goal-setting, and targeted support for specific student groups. We've made progress, especially in the growth of subgroups compared to last year. However, to ensure lasting improvement and fair outcomes for all students, it's crucial that we continue to monitor our strategies closely and adapt them as needed.

Teachers committed to discussion around grading alignment to uphold equity for every student and PLCs are using the COI to monitor data and evaluate SMART goals, ensuring a systematic approach to analyzing student performance.

Departments and Professional Learning Communities (PLCs) with a primary or secondary focus on the English Language Arts (ELA) curriculum collaborated individually to scrutinize and evaluate grading practices and created common assessments with the overarching goal of promoting universal cohesion and equity.

Data analysis aimed at identifying target groups revealed specific demographic cohorts, notably Hispanic and African American students, English Learners, Students with Disabilities, and those from Low Socioeconomic backgrounds, exhibiting lower proficiency rates, thus warranting particular attention, so in a strategic move, we expanded our allocation of resources within the ELA budget to enhance the Social Science curriculum and other departments throughout the school. This initiative aimed to strengthen the transfer, reinforcement, and enrichment of students' reading and writing proficiencies through a collaborative, multidisciplinary approach.

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

No major differences

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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning - Mathematics**

Hayward High School will increase performance on CAASPP Mathematics by 5%. To ensure this, all students will receive mathematics instruction that is tailored to their needs, as measured on State (CAASPP Mathematics) and local assessments, which will help all students demonstrate growth or proficiency toward Common Core Standards in Mathematics.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase CAASPP Math scores by 10 points.

Metric: Increase students enrolled in and completing Algebra for the first time by 10% over 3 years (3.3% annually), including unduplicated pupils and African American students

Metric: Monitor and increase student enrollment in STEAM courses in secondary schools by 5% annually

Metric: 100% of students have sufficient access to standards-aligned instructional materials

#### LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase students with Disabilities performance on the CAASPP Math

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

2022-2023 CAASPP results

Dashboard analysis

Analysis:

- 23% of Hayward High students tested Met or Exceeded the standard in Math, with 77% falling in the Nearly or Not met category.
- The data analysis revealed that English Learners and Hispanic students demonstrated very low test scores, while All students (representing the entire school population), African Americans, socioeconomically disadvantaged students, and students with disabilities tested at low levels. Despite the persistently low performance across these groups, noteworthy increases in performance were observed among All students, socioeconomically disadvantaged students, African American students, and Students with Disabilities.
- While the 2022-2023 school goal of achieving a 5% increase was successfully met, further improvements are deemed necessary. The targeted emphasis on the Mathematical Concept & Procedures category yielded slight increases in the number of students performing above the standard. However, there was a slight decline observed in the number of students meeting proficiency in the Problem Solving & Modeling/Data Analysis and Communicating Reasoning domains.

Steps to address areas of low performance

1. Professional Development for Teachers:

- Provide targeted professional development workshops for math teachers focusing on effective instructional strategies, differentiation techniques, and ways to address common misconceptions.

2. Curriculum Alignment:

- Ensure that the math curriculum aligns closely with the CAASPP Mathematics content standards. Regularly review and update curriculum materials to reflect the latest standards and best practices.

3. Small Group Instruction:

- Implement small group instruction or tutoring sessions for students who are struggling in specific math concepts. This personalized approach can provide targeted support where it's needed most.

4. Integrate Technology:

- Utilize technology resources such as educational software, online tutorials, and interactive math games to enhance student engagement and reinforce math concepts in a dynamic way.

5. Peer Tutoring Programs:

- Establish peer tutoring programs where high-performing math students can mentor and support their peers who may be struggling. This fosters collaboration and a supportive learning environment.

6. Parent Involvement:

- Encourage parent involvement through workshops, informational sessions, and resources that help parents support their children's math learning at home. Providing parents with access to practice materials and study guides can also be beneficial.

7. Focus on Problem-Solving Skills:

Emphasize the development of problem-solving skills in math instruction. Incorporate real-world scenarios and challenging problems that require critical thinking and application of mathematical concepts.

8. Regular Formative Assessments:

Administer regular formative assessments to monitor student progress and provide timely feedback. Use the data from these assessments to adjust instruction and interventions as needed.

9. Positive Math Culture:

Foster a positive math culture within the school by celebrating math achievements, showcasing student work, and promoting a growth mindset approach to learning math.

10. Exam Preparation Workshops:

Offer CAASPP Mathematics preparation workshops or after-school review sessions to help students become familiar with the test format, practice test-taking strategies, and reinforce key math concepts.

11. Incorporate Math Across the Curriculum:

Encourage teachers in other subject areas to incorporate math concepts into their lessons. This interdisciplinary approach reinforces the importance of math skills and demonstrates their relevance beyond the math classroom.

12. Student Goal Setting:

Encourage students to set specific, measurable goals for their math performance on the CAASPP. Provide support and resources to help students track their progress and stay motivated to achieve their goals.

13. Continuous Monitoring and Adjustment:

Continuously monitor the effectiveness of interventions and instructional strategies through ongoing data analysis and stakeholder feedback. Adjust approaches as needed to ensure sustained improvement over time.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1. PLCs' Data Collection:

- PLCs will collect data aligned with their specific focus areas and goals. This may include student assessment results, progress towards learning objectives, attendance records, behavior incidents, and other relevant metrics.

2. Cycle of Inquiry (COI) Framework:

- PLCs will utilize the COI framework to guide their data collection, analysis, and action planning processes. This cyclical approach ensures continuous improvement based on evidence-based practices and interventions.

3. SMART Goals Evaluation:

- Educators within PLCs will set individual SMART goals related to student achievement, instructional effectiveness, and professional growth. Data collected through the COI process will be used to monitor progress towards these goals and inform adjustments as needed.

4. Stakeholder Involvement:

- The SSC, AASAI, ELAC, and other stakeholder groups will actively participate in the monitoring and evaluation of academic gains. They will provide valuable input, feedback, and support to ensure that data-driven decisions are made collaboratively.

5. Quantitative and Qualitative Data:

- PLCs will collect both quantitative and qualitative data to gain a comprehensive understanding of student performance and instructional effectiveness. This may include standardized test scores, classroom assessments, surveys, focus groups, and observational data.

6. Regular Progress Monitoring:

- Progress towards academic gains will be regularly monitored and reviewed by PLCs and stakeholder groups. This ongoing assessment allows for timely interventions and adjustments to instructional practices to better meet the needs of students.

7. Data Analysis and Reflection:

- PLCs will analyze collected data to identify trends, patterns, and areas for improvement. Reflection on data findings will inform the development of action plans aimed at addressing identified challenges and optimizing student learning outcomes.

8. Continuous Communication and Collaboration:

- Open communication and collaboration among PLC members, stakeholders, and leadership will be fostered to ensure alignment of goals, strategies, and resources. Regular meetings and updates will facilitate shared ownership of the data-driven improvement process.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores on CAASPP	Increase performance levels on ELA, Math, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 5% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Improved quarterly and semester gades	Semester 1 and Semester 2 Grades (Ds and Fs)	The number of students receiving D and F grades for Semester 1 will decrease in Semester 2 by 5%; Increase grades of C- or better by 5%.
Graduation Rate	88.9%	Increase by 2%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Professional development will be provided to teachers and administrators to continue the implementation of the Common Core State Standards and culturally responsive pedagogy to increase rigor and the level of Student Academic Engagement in the classroom. Teacher Professional Learning Communities (PLCs) will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention.</p> <p>Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will work in PLCs during designated Collaboration periods on Wednesday and Thursdays. There they will review curriculum, best practices and share successful teaching strategies.</p> <p>Measures: Formative and summative assessments, Local benchmark tests. PLC meeting records, CAASPP data, and presentations to staff based on information from conferences and PD.</p>	All Students	<p>5000.00 Title I 5000-5999: Services And Other Operating Expenditures PD Conferences (CRP &amp; Anti-Bias/Anti-Racist Pedagogy) to improve instruction in the classroom. 5000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher Collaboration time for outside of the work day.</p>
2.2	<p>Provide after school tutoring support for ELA/Math (Math I/II)</p> <p>Academic Support Intervention, i.e. after school tutoring, Algebra Support class, IXL</p>	All Students	<p>32880.80 Other 1000-1999: Certificated Personnel Salaries .2 tutoring position HPN funds</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall, our approach to improving student proficiency in Mathematics is comprehensive, incorporating strategies like data analysis, stakeholder involvement, goal-setting, and targeted support for specific student groups. We've made progress, especially in the growth of subgroups compared to last year. However, to ensure lasting improvement and fair outcomes for all students, it's crucial that we continue to monitor our strategies closely and adapt them as needed.

Teachers committed to discussion around grading alignment to uphold equity for every student and PLCs are using the COI to monitor data and evaluate SMART goals, ensuring a systematic approach to analyzing student performance. The have also attended mathematics conferences and received specialized trainings to improve their teaching practice.

Departments and Professional Learning Communities (PLCs) with a primary or secondary focus on the mathematics curriculum collaborated individually to scrutinize and evaluate grading practices and created common assessments with the overarching goal of promoting universal cohesion and equity. There has also been a considerable discussion around the new implementation of new framework teaching strategies.

Data analysis aimed at identifying target groups revealed specific demographic cohorts, notably Hispanic and African American students, English Learners, Students with Disabilities, and those from Low Socioeconomic backgrounds, exhibiting lower proficiency rates, thus warranting particular attention

We are integrating mathematics initiatives into Science and STEAM activities and programs to ensure that both students and staff are cognizant of how mathematical standards permeate the entirety of our school curriculum.

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

No major differences

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning - English Language Development**

English Language Development: Hayward High School will increase English Learners performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 5%. To ensure this, students will receive instructional support and intervention to develop language skills.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase English Learners making progress toward English Proficiency by 2% annually

Metric: Maintain reclassification rate at or above 14%

Metric: Access for ELs to ELD and CCSS

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- CAASPP scores
- ELPAC scores
- Dashboard results

#### Analysis

- The current English Language Learner (ELL) population has increased by 63 students compared to the previous academic year, resulting in the proportion of ELL students being about 0.09% of the total school population at Hayward High School
- Significant performance disparities among English Learners at Hayward High School have been identified through data analysis of CAASPP testing. It has been observed that English Learners are experiencing a decline in performance on CAASPP testing and on ELPAC as only 38% of Hayward High School English Learners demonstrated progress towards achieving English language proficiency.
- The percentage of English Language Learner (ELL) students who advanced by at least one level on the English Language Proficiency Index (ELPI) decreased by 6% compared to the previous academic year (2021-2022).
- There have been incremental increases in the number of students maintaining proficiency levels across various categories of the English Language Proficiency Index (ELPI). Specifically, there have been slight upticks in the number of students who have sustained proficiency levels ranging from Level 1 to Level 4 on the ELPI scale.
- In 2023, 55% of our English Learners successfully graduated, representing an 8% decrease from the 63% graduation rate observed among English Learners in 2022.
- In both the 2022 and 2023 school years, Hayward High School experienced staffing shortages within our English Learner (EL) department. Specifically, we have encountered vacancies in positions such as paraeducators and/or an EL coordinator over the past two academic years.

Steps to address areas of low performance:

#### 1. Targeted Language Instruction:

- Provide English Learners with targeted language instruction that focuses on developing their listening, speaking, reading, and writing skills. Offer English language development (ELD) classes tailored to students' proficiency levels.

#### 2. Differentiated Instruction:

- Differentiate instruction to meet the diverse needs of English Learners. Use strategies such as visual aids, hands-on activities, and scaffolded instruction to make content accessible to students at varying language proficiency levels.

#### 3. Culturally Responsive Teaching:

- Incorporate culturally relevant materials and teaching strategies that reflect the backgrounds and experiences of English Learners. Create a supportive and inclusive classroom environment where all students feel valued and respected.

#### 4. Language Proficiency Tracking:

- Implement a system for tracking students' language proficiency levels over time. Regularly assess students' progress using formative assessments, language proficiency scales, and ELPAC practice tests to inform instruction and interventions.

#### 5. Language Development Across Subjects:

- Integrate language development activities into content-area instruction across the curriculum. Provide opportunities for English Learners to practice language skills in authentic contexts within math, science, social studies, and other subjects.

#### 6. Small Group Instruction:



- Offer small group instruction or tutoring sessions to provide targeted support for English Learners who may need additional help with language acquisition or academic content. Use peer tutoring or mentorship programs to pair English Learners with fluent English speakers for extra support.

7. Parent and Family Engagement:

- Engage parents and families of English Learners in their children's education by providing workshops, resources, and information about language development and academic support strategies. Encourage open communication and collaboration between home and school.

8. Language Support Services:

- Provide additional language support services such as English language development (ELD) pull-out sessions, bilingual aides, or English Language Learner (ELL) resource centers where students can receive extra help and practice English language skills.

9. Technology Integration:

- Use technology tools and resources to enhance language instruction and provide interactive learning experiences for English Learners. Utilize educational apps, online language learning platforms, and multimedia resources to reinforce language skills in and out of the classroom.

10. Professional Development for Teachers:

- Offer professional development opportunities for teachers focused on effective strategies for supporting English Learners' language development and academic achievement. Provide training on culturally responsive teaching practices, language acquisition theory, and assessment techniques.

11. Peer Collaboration and Support:

- Facilitate peer collaboration and support networks among English Learners to promote language practice and cultural exchange. Encourage students to work together on language projects, presentations, and group activities to build confidence and camaraderie.

12. Positive School Climate:

- Foster a positive and supportive school climate where English Learners feel safe, respected, and valued as members of the school community. Celebrate cultural diversity and promote a culture of inclusion and acceptance.

13. Data-Informed Decision Making:

- Use data from the ELPAC and other assessments to inform instructional decision-making and target interventions for English Learners. Analyze trends in language proficiency growth and adjust strategies accordingly to ensure continuous improvement.

14. Long-Term Language Development Plans:

- Develop long-term language development plans for English Learners that outline goals, milestones, and strategies for language acquisition and academic success. Collaborate with teachers, administrators, and support staff to monitor progress and adjust plans as needed.

Group data collection to measure gains will be conducted through informal conversations and within our Professional Learning Communities (PLCs), utilizing the Cycle of Inquiry (COI) framework. PLCs will oversee the monitoring of data and the evaluation of individual SMART goals. Additionally, the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholder groups will contribute to monitoring the results.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1. ELPAC Scores:

- Collect and analyze ELPAC scores of English Learners, including scores from all language domains (listening, speaking, reading, and writing). This data provides insights into students' language proficiency levels and areas needing improvement.

2. Pre- and Post-Assessment Data:

- Gather pre-assessment data to establish baseline levels of English proficiency among English Learners. Then, collect post-assessment data to measure growth and progress over time.



3. Formative Assessment Data:

- Use formative assessment data gathered throughout the school year to monitor English Learners' language development. This can include classroom observations, performance tasks, quizzes, and other informal assessments.

4. ELPI Scores:

- Track ELPI scores on the California School Dashboard to monitor progress toward the 5% improvement goal. Analyze ELPI scores at regular intervals to identify trends and patterns in language development.

5. Language Proficiency Level Data:

- Collect data on English Learners' language proficiency levels, including initial proficiency levels and subsequent changes. This data can inform instructional planning and interventions tailored to students' specific needs.

6. Demographic Data:

- Gather demographic information about English Learners, such as grade level, English proficiency level, socio-economic status, and linguistic background. Analyzing this data can help identify disparities in performance and inform targeted support efforts.

7. Program Participation Data:

- Collect data on English Learners' participation in ELD programs, interventions, and support services. Track attendance, participation rates, and program completion to assess the effectiveness of interventions.

8. Teacher Observation Data:

- Use teacher observations and anecdotal notes to gather qualitative insights into English Learners' language development, classroom participation, and engagement in learning activities.

9. Parent and Student Surveys:

- Administer surveys to parents and English Learners to gather feedback on their perceptions of language instruction, support services, and overall school environment. This data can help identify areas for improvement and enhance stakeholder engagement.

10 Professional Learning Community (PLC) Data:

- Utilize data collected during PLC meetings focused on ELD to discuss student progress, share best practices, and collaboratively develop strategies for improving English Learners' performance on the ELPAC.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP and ELPAC)	Current standardized test scores (CAASPP and ELPAC)	Increase performance levels on ELA, Math, and EL Progress Indicators. Outcomes will improve by one step from the prior year. There will be a 5% increase in students "Met" and "Exceeded" categories. Reduce English Learners not making progress by 5% (ELPI).
Improve Quarterly Grades	Semester 1 and Semester 2 Grades (Ds and Fs)	Increase grades of C- or better by 5%
Increase reclassification rates	19 Reclassified	Increase reclassification rates by 2%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Hayward High School will provide bilingual paraeducators to provide tutoring, academic pull-out and/or push-in support, and homework assistance. In addition, they will assist parents in communicating with counselors, teachers, SPED case managers, and other school professionals to ensure progress. Paraeducators and teachers will be provided training to student student achievement in teacher-led classrooms. These two positions are .80 FTE each. The remaining balance will be used for extra hours for after school student support and or tutoring	Multilingual Learners	110,000.00 Title I 2000-2999: Classified Personnel Salaries Bilingual paraeducators (two) 10,000 Title I Classified Hourly The 10,000 is part of the 120,000 total allocated for the two paraeducators. There may be more or less funding depending for the classified hourly depending on the total cost of the two paraeducators FTEs. 1000.00 Title I 3000-3999: Employee Benefits Funds for language learner resources in SPED classrooms 4000.00 Title I 4000-4999: Books And Supplies Online resources to support language learner skill development
3.2	Hayward High School will provide teachers with additional collaboration time to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.	Multilingual Learners	1000 Title I 1000-1999: Certificated Personnel Salaries Teacher Collaboration time for outside of the work day.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

In the previous academic year, Hayward High School observed a concerning trend wherein the number of students progressing towards English language proficiency declined, signifying a regression rather than advancement in their English language development. Recognizing the critical importance of ensuring that all multilingual learners achieve English proficiency before graduation, the school administration has prioritized this objective. Despite facing challenges in securing a qualified English Language Development (ELD) Coordinator this year, the school is fully committed to addressing this issue. As part of our proactive approach, we have strategically incorporated a specific goal within our

Single Plan for Student Achievement (SPSA) to facilitate the recruitment and hiring of a complete staff complement for this pivotal position within the current academic year. This deliberate action underscores our unwavering dedication to providing robust support systems that empower multilingual learners to attain English proficiency and academic success

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

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.

Due to circumstances beyond our control, the recruitment process for a qualified English Language Development (ELD) Coordinator has faced challenges this year. As a strategic response to this situation, we have included a specific goal (goal #4) in our Single Plan for Student Achievement (SPSA) to ensure the recruitment and hiring of a full staff complement for this critical position within the academic year. This goal underscores our commitment to providing comprehensive support for English Learners and fostering an environment conducive to their linguistic and academic growth.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning/Service Excellence/Operational Sustainability - Staffing & Resources**

Hayward High School will prioritize hiring to 100% completion and allocating essential resources to enhance student accessibility to both technology and Visual and Performing Arts (VAPA) programs, which are fundamental to fostering a comprehensive educational experience that empowers students across diverse learning pathways. This aligns with LCAPs 1 (Deeper Learning), 3 (Service Excellence) and 4 (Operational Sustainability)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase K-12 student opportunities to participate in the VAPA program in conjunction with the VAPA action plan.

#### LCAP Goal 3: Service Excellence

To ensure students, families, and staff can thrive, the district creates a welcoming and supportive environment by organizing our efforts to focus on the needs of those we serve.

Metric: Retention and recruiting of diverse staff which reflects our current student demographic.

#### LCAP Goal 4: Operational Sustainability

HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

Metric: Ensure a 1-1 student to computer device ratio.

Metric: The Hayward USD will implement an equitable facilities plan, standards and timelines to support cleanliness, technology, and basic safety upgrades to every campus/site.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- Master schedule
- Informal conversations
- Student interest during programming.

Areas of need:

- Increase the number of students continuing in VAPA courses beyond their A-G requirement by offering more diversification of classes.
- Hiring to 100% completion in all departments: there have been a number of open positions in English, EL, Woodshop, Music
- A number of students on campus do not have working 1:1 technology. A large number of students have missing Chromebook chargers, have Chromebook that are not functioning, or are waiting on a district replacement laptop.

Steps to address areas of concern:

1 - Comprehensive Needs Assessment:

- Conduct a thorough needs assessment to identify gaps and priorities in technology access and VAPA programs. Gather input from students, parents, teachers, and community stakeholders to inform hiring decisions and resource allocation.

2 - Dedicated Hiring Process:

- Establish a dedicated hiring process for technology specialists, VAPA instructors, and support staff. Clearly define job roles, qualifications, and expectations, and actively recruit candidates with diverse backgrounds and expertise to meet the needs of all students.

3 - Collaborative Decision-Making:

- Involve key stakeholders, including administrators, department heads, teachers, and parents, in the decision-making process for hiring and resource allocation. Encourage collaboration and transparency to ensure that decisions are aligned with the needs and priorities of the school community.

4 - Targeted Recruitment Efforts:

- Implement targeted recruitment efforts to attract qualified candidates for technology and VAPA positions. Utilize online job boards, professional networks, and partnerships with local organizations to reach a diverse pool of applicants with relevant skills and experiences.

5 - Professional Development Opportunities:

- Provide ongoing professional development opportunities for technology specialists and VAPA instructors to enhance their skills and stay updated on best practices. Offer workshops, training sessions, and mentorship programs to support their professional growth and effectiveness in serving students.

6 - Equitable Distribution of Resources:

- Ensure equitable distribution of resources to enhance student accessibility to technology and VAPA programs. Consider factors such as student demographics, geographical location, and programmatic needs when allocating funding, equipment, and other resources.

7 - Technology Infrastructure Upgrades:

- Invest in technology infrastructure upgrades to improve internet connectivity, hardware, software, and accessibility features for students with disabilities. Prioritize investments that support digital learning initiatives and facilitate remote access to educational resources.

8 - Expansion of VAPA Offerings:

- Expand VAPA offerings to provide a diverse range of opportunities for students to explore their interests and talents. Consider introducing new courses, ensembles, clubs, and extracurricular activities that cater to different artistic disciplines and skill levels.

9 - Community Partnerships:

- Forge partnerships with local businesses, arts organizations, and technology companies to enhance student accessibility to technology and VAPA programs. Seek opportunities for mentorship, guest artist residencies, internships, and sponsorship to enrich students' learning experiences.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1 - Hiring Progress Tracking:

- Develop a hiring progress tracking system to monitor the status of recruitment efforts for vacant positions. This system should include information such as the number of positions filled, recruitment timelines, applicant demographics, and reasons for vacancies. Utilize spreadsheets, databases, or specialized HR software to maintain accurate records.

2 - Staffing Surveys:

- Conduct surveys among staff members to gather feedback on staffing needs, resource allocation, and the impact of vacancies on student outcomes. Include questions related to the availability of technology resources, VAPA program offerings, and perceived barriers to accessibility. Analyze survey responses to identify areas for improvement and inform decision-making.

3 - Resource Inventory:

- Conduct a comprehensive inventory of technology resources and VAPA program materials available at the school. Document the quantity, condition, and accessibility of equipment, software, instruments, art supplies, and other resources. Use this information to assess the sufficiency of existing resources and identify areas requiring additional investment.

4 - Student Accessibility Assessment:

- Evaluate student accessibility to technology and VAPA programs through student surveys, focus groups, or interviews. Ask students about their access to devices, internet connectivity, software applications, and participation in VAPA activities. Identify any disparities in access based on factors such as grade level, socioeconomic status, or special needs.

5 - Usage Data Analysis:

- Analyze usage data from technology resources and VAPA programs to assess student engagement and participation levels. Track metrics such as device usage, software utilization, attendance at VAPA events, and enrollment in VAPA courses. Compare usage patterns over time to identify trends and areas for improvement.

6 - Parent and Community Feedback:

- Seek feedback from parents, guardians, and community members regarding the accessibility of technology and VAPA programs. Use parent surveys, town hall meetings, or advisory committees to solicit input on their perceptions, concerns, and suggestions for enhancing accessibility. Consider diverse perspectives and prioritize initiatives that address community needs.

7 - Budgetary Analysis:

- Review budget allocations and expenditures related to technology and VAPA programs to ensure alignment with strategic priorities. Evaluate spending patterns, resource distribution, and budgetary constraints that may impact accessibility. Identify opportunities for reallocating funds or seeking additional resources to address critical needs.

8 - Stakeholder Interviews:

- Conduct interviews with key stakeholders, including administrators, teachers, support staff, and community partners, to gather insights into hiring practices and resource allocation decisions. Explore factors influencing staffing shortages, challenges in recruitment, and barriers to enhancing student accessibility. Use interview findings to inform policy recommendations and strategic planning.

9 - Benchmarking and Best Practices Research:

- Benchmark against other schools or districts with successful hiring practices and robust technology and VAPA programs. Conduct research on best practices, case studies, and industry standards for recruitment strategies and resource allocation models. Identify innovative approaches that can be adapted to meet the unique needs of Hayward High School.

10 - Continuous Monitoring and Evaluation:

- Establish a process for continuous monitoring and evaluation of hiring and resource allocation efforts. Set clear benchmarks, timelines, and performance indicators to track progress and measure outcomes. Regularly

review data collected through various methods and use findings to make data-driven decisions, adjust strategies, and improve accountability.

11-Prop 28

- In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase representation of VAPA students at HHS through social media and other communication platforms.	Student work will be showcased monthly	Student work published on the VAPA Instagram account at least once a week, make VAPA announcements on school marquis, and increased enrollment in VAPA courses.
Increased professional development opportunities for VAPA teachers to improve their professional practices, such as creating better curriculum alignment / articulation across course pathways, creating alignment with HUSD VAPA Master Plan Goals, and creating alignment with state / national VAPA and college readiness standards.	VAPA teachers will attend district VAPA subject matter meetings	All VAPA courses will have curricula that are aligned / articulated in ways that create effective and meaningful course pathways. All VAPA courses will have curricula that is aligned with state/national standards. The VAPA Department will create goals that align with the HUSD VAPA Master Plan.
Increase availability and quality of VAPA materials.	A school supply budget will be made available to VAPA staff with the approval of the principal	Improve instruments, theatre, choir, and are materials such as risers, music stands, stage curtains and lighting, pottery items, etc.
Increase availability of Chromebooks for students who transfer to Hayward High School or have a broken device.		By prioritizing the availability of loaner devices, we aim to minimize disruptions to students' learning experiences supporting students' academic success and empowering them to thrive in a digital learning environment.
Increase the availability of additional charging cables or charging stations for students for students who have no means to charge their devises at home.		
Attain 100% staffing		100% full staffed by beginning of 2024-2025 school year

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Hayward High School will promote arts integration by showcasing student work and provide teachers	All Students	6000 Other



	with arts integration professional development. Art exhibits and shows will be held throughout the school year to highlight student success.		4000-4999: Books And Supplies Prop 28
4.2	Hayward High School will provide supplies needed for continued program succes.	All VAPA students	6000 Other 4000-4999: Books And Supplies Prop 28
4.3	Hayward High Schoool will dedicate improvements to VAPA programs to showcase school pride, highlight programs, and increase enrollment. This will include new stage curtains, lighting, and sound.	All Students	6000 Other 4000-4999: Books And Supplies Prop 28
4.4	Hayward High School will provide additional coaching and support for instrument development, dance, and theatre.	All Students	3000 Other 1000-1999: Certificated Personnel Salaries Prop 28

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The instrumental music program at Hayward High School has experienced significant growth, now boasting two dedicated instructors who enrich students' musical education. Our band has become a staple feature at various events, including athletic competitions, local parades, and other music venues, showcasing the talent and dedication of our students.

In addition to our thriving instrumental music program, our piano course has expanded to accommodate two sections, providing students with opportunities to develop their musical skills through sight-reading and comprehensive music education curriculum.

Complementing our music offerings, our visual arts program is flourishing with two dedicated art education teachers. Students in these classes benefit from immersive experiences, including field trips to museums and art exhibits, allowing them to deepen their understanding and appreciation of the arts.

Furthermore, our performing arts department has seen notable expansion with the introduction of choir classes and audio production, providing students with diverse avenues for artistic expression. The addition of stagecraft to our drama program further enhances students' theatrical experiences, fostering creativity and collaboration on and off the stage.

Overall, the growth and success of our music and arts programs underscore Hayward High School's commitment to providing students with comprehensive and enriching educational opportunities that nurture their talents, foster creativity, and inspire lifelong appreciation for the arts.

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

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 the upcoming academic year at Hayward High School will be modified to expand beyond the previous focus solely on Visual and Performing Arts (VAPA) to incorporate overall hiring practices and the integration of technology. By



broadening the scope of our objectives, we aim to comprehensively address the diverse needs of our school community while aligning with the mandates outlined in Proposition 28.

This strategic adjustment will enable Hayward High School to enhance its support structures across multiple domains, including staffing, technology integration, and programmatic initiatives. By leveraging a holistic approach, we seek to foster a learning environment that is inclusive, dynamic, and responsive to the evolving needs of our students and staff.

Furthermore, this expanded focus underscores our commitment to Prop 28, which emphasizes the importance of equitable access to educational resources and opportunities for all students. By prioritizing hiring practices that reflect our school's values of diversity and inclusion, as well as investing in technology infrastructure to support innovative teaching and learning experiences, we aim to advance the goals outlined in Prop 28 and contribute to the overall success of our students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Relationship-Centered Schools - School Climate and Social Emotional Learning (SEL)**

Hayward High School will commit to holistic student well-being through the integration of Social-Emotional Learning (SEL) with trauma-informed care, intervention, and restorative practices within our educational framework. This aligns with LCAP 2 (Relationship-Centered Schools) and LCAP 5 (Achievement/Engagement)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increase the number of students feeling safe and connected to school as measured by CHKS, by 5% annually.

Metric: Decrease high school dropout rates by 1% annually

Metric: Ensure district suspension rate is below 3.6%

Metric: Ensure district expulsion rate is below 0.09%

#### LCAP Goal 5: Achievement/Engagement:

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Decrease homeless youth suspension rates

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- Dashboard analysis
- Number of COST referrals
- Conversations with Restorative Justice Counselor

Analysis:

- There has been a notable increase in the demand for Social-Emotional Learning (SEL) support services among our students at Hayward High School, evidenced by a rise in the number of students receiving accommodations under Section 504 plans and an increase in the utilization of SEL counseling services.
- During the 2022-2023 school year, there has been an observed overall increase in the number of recommended suspensions and expulsions at Hayward High School. It is imperative to highlight that a significant proportion of these disciplinary actions are attributed to repeat offenses among students.

Steps taken to address the areas of concern:

1 - Professional Development and Training:

Provide comprehensive training for teachers, administrators, and support staff on trauma-informed care, restorative practices, and SEL. This ensures that all staff members understand the importance of addressing trauma and promoting social-emotional well-being in students.

2 - Create a Safe and Supportive Environment:

- Foster a school culture that prioritizes safety, trust, and belonging. Implement practices such as morning meetings, circle time, and community-building activities to create a sense of connection among students and between students and staff.

3 - Implement SEL Curriculum:

- Integrate SEL into the curriculum across all grade levels. Use evidence-based SEL programs that teach skills such as self-awareness, self-regulation, empathy, and problem-solving. These skills help students manage emotions, build positive relationships, and make responsible decisions.

4 - Trauma-Informed Practices:

- Train staff to recognize signs of trauma in students and respond with sensitivity and support. Implement trauma-informed practices such as creating predictable routines, offering choices, providing opportunities for self-expression, and maintaining a calm and supportive environment.

5 - Restorative Justice Approach:

- Shift from punitive disciplinary measures towards a restorative justice approach. Instead of focusing solely on punishment, prioritize accountability, empathy, and repairing harm. Use restorative practices such as restorative circles, peer mediation, and reflective conversations to address conflicts and promote positive behavior.

6 - Individualized Support Plans:

- Develop individualized support plans for students who have experienced trauma or exhibit challenging behaviors. Collaborate with families, mental health professionals, and community resources to provide targeted interventions and support services.

7 - Community Partnerships:

- Forge partnerships with community organizations, mental health agencies, and other stakeholders to expand support services for students and families. Access to mental health counseling, mentoring programs, and other resources can help address underlying issues contributing to truancy and disciplinary issues.

8 - Data Monitoring and Evaluation:

- Regularly monitor data on attendance, disciplinary incidents, and SEL outcomes to identify trends and areas for improvement. Use data to adjust strategies, allocate resources effectively, and measure the impact of interventions on reducing truancy and expulsions/suspensions.

9 - Family Engagement:

- Engage families as partners in supporting students' social-emotional well-being and academic success. Provide workshops, family nights, and other opportunities for parents/guardians to learn about SEL, trauma-informed care, and restorative practices, and to strengthen their relationships with the school community.

10 - Continual Improvement:

- Commit to ongoing reflection and improvement in integrating SEL with trauma-informed care and restorative practices. Stay informed about best practices, research findings, and emerging trends in the field to continuously enhance support for students' holistic development.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1 - Pre and Post Assessments:

- Administer pre and post assessments to measure changes in students' social-emotional skills, trauma awareness, and attitudes towards conflict resolution and restorative practices. Use validated assessment tools such as surveys, self-report measures, or observation protocols to gather quantitative and qualitative data.

2 - Student Feedback Surveys:

- Collect feedback from students about their experiences with SEL, trauma-informed care, and restorative practices in the classroom. Ask questions about the relevance, effectiveness, and impact of these practices on their academic and socio-emotional development. Use anonymous surveys to encourage honest responses.

3 - Teacher and Staff Surveys:

- Survey teachers and staff members to gauge their perceptions of the integration of SEL, trauma-informed care, and restorative practices into the curriculum. Inquire about their training needs, implementation challenges, and observations of student progress. Identify areas of strength and areas for improvement based on their feedback.

4 - Observations and Classroom Walkthroughs:

- Conduct classroom observations and walkthroughs to observe the implementation of SEL, trauma-informed care, and restorative practices in action. Use observation rubrics or checklists to assess fidelity to the curriculum, student engagement, and the quality of interactions between students and teachers.

5 - Review of Student Work and Behavior Records:

- Review student work samples, behavior records, and disciplinary data to identify trends related to social-emotional skills, trauma responses, and conflict resolution strategies. Look for evidence of growth or challenges in areas such as self-regulation, empathy, communication, and problem-solving.

6 - Focus Groups and Interviews:

- Organize focus groups or conduct individual interviews with students, teachers, administrators, and support staff to delve deeper into their experiences with SEL, trauma-informed care, and restorative practices. Encourage open-ended discussions to explore successes, challenges, and suggestions for improvement.

7 - Data Analysis:

- Analyze quantitative data, such as attendance rates, academic performance, disciplinary incidents, and SEL competency assessments, to identify correlations and trends related to the integration of SEL and trauma-informed practices. Use statistical methods to determine the impact of these practices on student outcomes.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey		
COST and Data Analysis	Increase number of students are waitlisted or pending services	100%of students referred to COST being served (Considering Student does not decline services)
Decrease suspension rate		

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Hayward High School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All Students	5000.00 LCFF 1000-1999: Certificated Personnel Salaries Coverage for staff observations, training, and collaboration. 5000.00 LCFF 5000-5999: Services And Other Operating Expenditures SEL PD
5.2	Hayward High School will continue to build out our resources and personnel to support social-emotional well-being for all students. Our SEL Counselor in partnership with our Restorative Justice Counselor, Youth Intervention Specialist, and Community Schools Specialist will continue to build out a multi-tiered program that supports an awareness and understanding of student challenges surrounding mental health, substance abuse, cyberbullying/social media, relationship boundaries/practices, and more. Some resources will include guest speakers and assemblies. Our Restorative Justice Counselor is invaluable to the school. She mediates student conflict on a daily basis. She de-escalates conflict between student and staff, offers social-emotional individual counseling and incorporates restorative practices for the best interest of the students and the school population	All Students	181000.00 LCFF 1000-1999: Certificated Personnel Salaries Restorative Justice Counselor 3000.00 General Fund 0000: Unrestricted Guest speakers/assemblies to nurture awareness of teen-related challenges on a school campus (i.e. mental health, substance abuse, cyberbullying, healthy relationships, etc.) 5000.00 LCFF 0000: Unrestricted Wellness Center resources and supplies
5.3			

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our dedicated team of Restorative Justice Counselors, Youth Intervention Specialists, Community School Specialists, and Social-Emotional Learning (SEL) Counselors engage in daily meetings with students to provide crucial support and interventions. These interactions are meticulously documented to ensure comprehensive tracking of student progress and the effectiveness of interventions.

As part of our commitment to student well-being and success, we conduct annual meetings with students on 504 plans, involving the appropriate school staff members. These meetings serve as opportunities to review and adjust support plans to meet students' evolving needs.

In the 2022-23 school year, our Restorative Justice Counselor alone has facilitated discussions and interventions with over fifty students monthly, addressing a wide range of conflicts, internet disagreements, and other adolescent challenges. Some of these interventions extend over multiple days, necessitating regular check-ins with the involved students.

These sessions not only provide invaluable support to our students but also foster empathy and trust between staff, counselors, and students. Students consistently express appreciation for feeling cared for and understood, knowing they have someone to turn to when facing difficulties.

Furthermore, the interventions conducted by our counselors contribute to a more efficient allocation of resources, allowing Assistant Principals to focus on addressing more severe infractions. This streamlined approach ensures that all students receive the support they need to thrive academically, socially, and emotionally.

Since the goal to hire an Intervention Programs Assistant to help increase the number of Student Success Teams (SST) implemented throughout the year, as well as increase other interventions as seen fit by the counselors and administration, with an emphasis on assuring that Students with Disabilities are receiving services equitably was not met, conversations and recruitment should continue.

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

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.

This academic year, our Wellness-Health center has transitioned to a temporary location due to ongoing construction aimed at remodeling our facility. This temporary relocation is part of our commitment to enhancing the quality of services provided to our school community. We recognize the importance of maintaining continuity in our health and wellness support despite the transition, and we are dedicated to ensuring that our temporary setup meets the highest standards of care and accessibility.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Relationship-Centered Schools -- Parent Engagement**

Hayward High School will commit to implementing strategies to increase parent participation in school-wide activities by 5%, which is essential to fostering a collaborative and supportive educational environment that benefits both students and the entire school community. This aligns with LCAP 2 (Relationship-Centered Schools)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increased participation in Parent University by 1% annually, with a focus on recruiting parents of unduplicated pupils.

Metric: Increase parent participation in Community Advisory Committee and special education parent engagement meetings by 6%

Metric: 100% of school sites will have parent representatives on School Site Council (SSC) and English Learner Advisory Committee (ELAC) and will hold elections to replace parent representatives as needed, with a focus on recruiting parents of unduplicated pupils.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- Sign in sheets

Analysis:

- The absence of a dedicated Family Engagement Specialist (FES) for a significant portion of the year has impeded our capacity to fully optimize our parental engagement initiatives. Despite the commendable contributions of groups such as Puente and district-wide endeavors like Parent University, there remains room for growth and enhancement in this critical area at Hayward High School.
- Hayward High School saw increased parent attendance to school events like Back to School Night and Farmer Expo when compared to the 2022-2023 school year

Steps to address areas of concern

1 - Clear Communication:

- Ensure that all school-wide activities are communicated clearly and effectively to parents. Utilize multiple channels such as newsletters, emails, social media, and flyers to reach parents and provide details about upcoming events, their purpose, and how parents can get involved.

2 - Welcoming Environment:

- Create a welcoming atmosphere in the school that encourages parents to participate. Greet parents warmly during drop-off and pick-up times, and make them feel valued and appreciated as important members of the school community.

3 - Varied Timing and Formats:

- Offer school-wide activities at different times and formats to accommodate diverse schedules and preferences. This could include morning, afternoon, and evening events, as well as virtual options for parents who may have difficulty attending in person.

4 - Parent Workshops and Trainings:

- Host workshops and training sessions on topics that interest parents and are relevant to their children's education and well-being. Topics could include academic support, parenting tips, social-emotional learning, college and career readiness, and technology literacy.

5 - Parent-Teacher Associations (PTAs):

- Encourage parents to join the school's PTA or similar parent organization. PTAs provide a platform for parents to contribute their ideas, skills, and time to support school-wide initiatives and activities.

6 - Volunteer Opportunities:

- Provide a variety of volunteer opportunities that cater to different interests, skills, and availability. Parents could assist with organizing events, chaperoning field trips, tutoring students, participating in fundraising activities, or serving on advisory committees.

7 - Parent Engagement Events: -

- Organize special events specifically designed to engage parents in meaningful ways. This could include family fun nights, parent appreciation events, multicultural celebrations, and parent-child workshops or activities.

8 - Parent Feedback and Input:

- Seek input from parents on school-wide activities and initiatives. Conduct surveys, focus groups, or parent advisory councils to gather feedback, suggestions, and concerns, and use this information to tailor future events and programs to better meet the needs of parents and students.

9 - Celebrating Diversity:

- Celebrate the diversity within the school community and incorporate culturally responsive practices into school-wide activities. Recognize and honor different cultural traditions, languages, and backgrounds to create a more inclusive environment where all parents feel valued and represented.

10 - Partnerships with Community Organizations:



- Forge partnerships with local community organizations, businesses, and resources to expand opportunities for parent involvement. Collaborate on joint events, workshops, and programs that benefit both the school and the wider community.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1 - Attendance Records:

- Keep track of parent attendance at school-wide activities such as parent-teacher conferences, Back-to-School nights, family workshops, and cultural events. Maintain accurate records to monitor participation rates over time and identify trends.

2 - Surveys:

- Administer surveys to parents to gather feedback on their experiences with school-wide activities. Include questions about their level of engagement, satisfaction with the events, reasons for participation or non-participation, and suggestions for improvement. Analyze survey responses to assess the effectiveness of current initiatives and identify areas for enhancement.

3 - Focus Groups:

- Organize focus groups with parents to facilitate in-depth discussions about their perceptions of school-wide activities and barriers to participation. Use open-ended questions to explore their perspectives, experiences, and ideas for increasing engagement. Capture qualitative data to gain insights into the factors influencing parent involvement.

4 - Parent Communication Logs:

- Keep records of communications with parents regarding school-wide activities, including emails, phone calls, and newsletters. Track responses, inquiries, and RSVPs to gauge parent interest and responsiveness to event invitations and announcements.

5 - Event Feedback Forms:

- Distribute feedback forms or evaluation surveys to parents at the conclusion of school-wide activities. Ask them to provide input on various aspects of the event, such as organization, content, accessibility, and relevance. Use their feedback to assess the impact of the activity and make improvements for future events.

6 - Parent Participation Tracking:

- Monitor parent participation in volunteer opportunities and leadership roles within the school community. Keep track of parent involvement in committees, PTA meetings, fundraising efforts, and other initiatives to measure their level of engagement beyond attending events.

7 - Social Media Analytics:

- Utilize social media platforms to promote school-wide activities and track engagement metrics such as likes, shares, comments, and event RSVPs. Monitor online interactions and feedback to assess the reach and impact of your communication strategies and event promotion efforts.

8 - Parent Demographic Data:

- Collect demographic information about parents, such as language preferences, cultural backgrounds, and socioeconomic status. Analyze this data alongside participation rates to identify disparities in engagement and tailor outreach efforts to better meet the needs of diverse parent populations.

9 - Comparative Analysis:

- Compare current parent engagement data with historical data from previous years to identify trends and changes over time. Assess whether efforts to increase parent engagement have been effective in achieving desired outcomes and closing gaps in participation.

10 - Collaborative Reflection:

- Engage school staff, administrators, and parents in collaborative reflection sessions to discuss the findings from data collection efforts. Use this feedback loop to celebrate successes, address challenges, and develop action plans for enhancing parent engagement in school-wide activities.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Meetings	Currently only a handful of parents attend meetings most of our meetings. We do have sign in sheets at meetings and Back to School night but only 10% of parents attend these activities.	20% of parents attend meetings

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Hayward High School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing of meetings, translation for parents, and more emphasis on parent-requested topics of discussion. We will continue our partnership with Rasi Holds Hands, Youth and Family Services, etc. In addition, we will add workshops to assist students in being successful at school. Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support attendance, the academic progress and social-emotional needs of their students. This includes intentional focus to revamp our AASAI parent and student programming on campus. We will provide opportunities for parents and students to meet in the evenings to discuss College and Career Readiness options and pathway opportunities.	All Students	5000.00 Title I 0000: Unrestricted Parent workshops and conferences. 5000.00 Title I 2000-2999: Classified Personnel Salaries Translation services. 1000.00 LCFF 0000: Unrestricted Light refreshments for parent meetings.
6.2	Hayward High School will continue to utilize a variety of ways to communicate with parents and guardians about upcoming events, recent news, and other schoolwide messaging. Parent engagement opportunities will be promoted through the marquee, Infinite Campus, emails and personal calls. We will offer parent engagement opportunities outside the regular school hours in an attempt to get more parental involvement.	All Students	100.00 LCFF 0000: Unrestricted SMORE subscription 400.00 LCFF 0000: Unrestricted Survey Monkey subscription 5000 LCFF 2000-2999: Classified Personnel Salaries

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

Hayward High School has successfully secured a Family Engagement Specialist (FES) position. Recognizing the importance of this role in fostering strong partnerships between the school and families, we have allocated additional funds in this year's budget to provide an hourly supplement. This supplementary funding aims to afford the FES additional time to engage with parents during hours that extend beyond the regular school schedule. By prioritizing this investment, we aim to not only enhance our family engagement efforts but also to strengthen the sustainability of this vital position in the long term.

We strive to increase the amount of parent and guardian participation on campus to connect with school staff and community partners to learn more about how to guide teens. Sending parents and guardians to conferences will provide an opportunity to build family leaders that can be mentors and teach others. We will continue to reach out and involve all parents, especially our largest populations, Hispanic and African American parents.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Relationship-Centered Schools - Attendance and Chronic Absenteeism**

Hayward High School will reduce chronic absenteeism by 5% thus increasing overall daily attendance. This aligns with LCAP 2 (Relationship-Centered Schools) and LCAP 5: Achievement/Engagement

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Decrease high school drop out rate by 1% annually

Metric: Decrease chronic absenteeism by 2% at all school sites and within the district annually until schools maintain a chronic absenteeism rate of 10% or less

Metric: Maintain an Average Daily Attendance (ADA) rate at or above 95% at all sties and as an overall district wide average; increase ADA by 0.25% until goal is met.

#### LCAP Goal 5: Achievement/Engagement

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Decrease the homeless youth chronic absenteeism rate

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- 2022-2023 CAASPP results
- Dashboard analysis

Analysis:

- During the 2022-2023 academic year, chronic and severe chronic absenteeism at Hayward High School was recorded at 59%. Within this figure, 34% or 657 students met the criteria for chronic absenteeism, defined as missing 10% or more of school days.
- At Hayward High School, absentee rates demonstrate a gradual rise leading up to December, after which they stabilize.
- A notable trend observed among our student body is an increased incidence of absences surrounding holiday breaks.

Steps to address areas of concern:

1 - Data Analysis and Target Setting:

- Analyze attendance data from previous years to identify trends and patterns of chronic absenteeism. Set specific targets for reducing absenteeism by 5% based on this analysis.

2 - Early Intervention System:

- Implement an early warning system to identify students at risk of chronic absenteeism. Use indicators such as previous absenteeism, academic performance, and behavioral issues to intervene early and provide targeted support.

3 - Family and Community Engagement:

- Foster strong partnerships with families and the community to support student attendance. Provide resources, workshops, and outreach programs to educate parents about the importance of attendance and involve them in strategies to address chronic absenteeism.

4 - Positive School Climate:

- Cultivate a positive and supportive school climate where students feel valued, respected, and connected to the school community. Implement programs and initiatives to promote a sense of belonging and engagement among students.

5 - Attendance Incentives and Recognition:

- Implement attendance incentives and recognition programs to motivate students to attend school regularly. Offer rewards, such as certificates, prizes, or privileges, for good attendance and punctuality.

6 - Individualized Support Plans:

- Develop individualized support plans for students with chronic absenteeism, addressing their unique needs and barriers to attendance. Provide personalized interventions, such as counseling, mentoring, or academic support, to help students overcome attendance challenges.

7- Attendance Monitoring and Tracking Systems:

- Utilize attendance monitoring and tracking systems to identify trends, patterns, and root causes of chronic absenteeism. Analyze data to inform targeted interventions and measure the effectiveness of attendance improvement efforts.

8 - Student Engagement Strategies:

- Make learning experiences engaging, relevant, and meaningful to students' lives. Incorporate project-based learning, hands-on activities, and real-world connections to increase student motivation and attendance.

9 - Staff Training and Collaboration:

- Provide training for staff on effective attendance monitoring, intervention, and support strategies. Encourage collaboration among teachers, counselors, administrators, and support staff to address chronic absenteeism as a school-wide effort.

10 - Continuous Monitoring and Evaluation:

- Continuously monitor and evaluate the effectiveness of attendance improvement strategies. Collect feedback from students, parents, and staff to identify areas for improvement and make adjustments as needed to achieve the 5% reduction in chronic absenteeism.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

1 - Attendance Records:

- Maintain accurate attendance records for all students, tracking daily attendance rates and identifying instances of chronic absenteeism (defined as missing a certain percentage of school days, such as 10% or more). Compare attendance data over time to assess changes in overall attendance rates and chronic absenteeism.

2 - Absence Reasons:

- Document reasons for student absences, such as illness, family emergencies, or truancy. Analyze absence data to identify common patterns and trends, as well as any factors contributing to chronic absenteeism.

3 - Early Warning Systems:

- Implement early warning systems that flag students who are at risk of chronic absenteeism based on attendance patterns and other risk factors (e.g., academic performance, behavior). Monitor data from these systems to identify students in need of additional support and intervention.

4 - Parent Communication Logs:

- Keep records of communication with parents regarding student attendance, including phone calls, letters, emails, and meetings. Document efforts to engage parents in addressing attendance issues and track their responses and participation in attendance improvement initiatives.

5 - Student Surveys:

- Administer surveys to students to gather feedback on their attitudes, perceptions, and experiences related to attendance. Ask students about factors influencing their attendance, barriers they face in getting to school regularly, and their awareness of attendance policies and supports.

6 - Family Engagement Data:

- Collect data on parent and family involvement in efforts to address chronic absenteeism and promote regular attendance. Monitor attendance at parent meetings, workshops, and events focused on attendance improvement, as well as participation in attendance incentive programs.

7 - Teacher and Staff Input:

- Seek input from teachers and school staff members regarding their observations and experiences related to student attendance. Conduct surveys or focus groups to gather insights into factors affecting attendance, strategies for intervention, and the effectiveness of school-wide attendance initiatives.

8 - Intervention Tracking:

- Keep records of interventions and support services provided to students identified as chronically absent. Document the type of interventions implemented (e.g., mentoring, counseling, home visits) and track changes in attendance following intervention efforts.

9 - Data Analysis Tools:

- Utilize data analysis tools and software to analyze attendance data and identify patterns, trends, and correlations. Generate reports and visualizations to communicate findings to stakeholders and inform decision-making around attendance improvement strategies.

10 - Comparative Analysis:

- Compare attendance data with other relevant metrics, such as academic performance, behavior incidents, and graduation rates, to assess the impact of attendance on student outcomes. Conduct comparative analysis between student subgroups to identify disparities in attendance rates and inform targeted interventions.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	Average daily attendance during 2022-2023 school year: 88.23%	Increase Daily Attendance by 5% to 93.23%.
Graduation Rate	88.9% Graduation Rate for 2022.	Graduation increase by 5% to 93.9%
Decrease in Chronic Absenteeism, Overall Absenteeism	Chronic: 34%; Overall 59% in 2022	Decrease absenteeism to Chronic 29%; Overall 54%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>In an effort to increase school pride and positive relationships, Hayward High School will:</p> <ul style="list-style-type: none"> <li>Organize fun/team building activities for students-Farmer Fun</li> <li>Increase student led School Spirit activities.</li> <li>Provide opportunities for social interactions in a structured environment, clubs.</li> <li>Invite guest speakers for students to hear inspirational or motivational examples.</li> <li>Utilize Leadership students to provide positive peer role models.</li> <li>Staff will develop relationships with students to encourage them to come to class.</li> <li>Teachers will spend a few minutes each period to connect and check in with students to foster better relationships.</li> <li>Send personal emails to students who have missed multiple days.</li> <li>Create a safe environment for learning and participating with classmates.</li> <li>Create a hands-on engaging environment that students do not want to miss.</li> <li>Provide incentives for students to advocate for their own success.</li> <li>Refer students for support services and resources for mental health and wellness. (COST)</li> </ul>	All students	3000 LCFF 4000-4999: Books And Supplies
7.2	<p>Truancy is the strongest indicator of student drop-outs; therefore, the Youth Intervention Specialist (YIS) will assist students with chronic truancy as Administration, YIS, Social Emotional Learning (SEL) Counselor, Restorative Justice Counselor, and Attendance Clerks will work in collaboration to increase attendance which will also increase the graduation rate. Students whose attendance has increased by 10 % will be a special assembly, treats or HHS school items.</p>	All Students	2000 LCFF 4000-4999: Books And Supplies



7.3	Hayward High School will continue to implement Restorative Practices which will promote positive classroom communities and school culture. The \$2,000.00 are for certificated hourly.	All Students	2000 LCFF Certificated Hourly The \$2,000.00 are for certificated hourly.
7.4	Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support attendance, the academic progress and social-emotional needs of their students. Parent engagement opportunities will be promoted through Blackboard, Infinite Campus, and personal calls.	All Students	1500 LCFF 0000: Unrestricted
7.5			

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the preceding academic year, the Student Body leaders at Hayward High School diligently endeavored to enrich the student experience through a variety of lunchtime activities. Notably, concerted efforts were made to enhance school spirit and community engagement through the organization of rallies spotlighting our sports teams. These rallies, tailored to different athletic endeavors, served as dynamic showcases of school pride and athletic achievement.

Moreover, our commitment to celebrating diversity and cultural appreciation was exemplified through collaborations with local dance groups, who graced our campus with vibrant performances of ethnic and cultural dances. These culturally enriching experiences not only fostered a sense of inclusivity but also broadened students' cultural horizons.

During Spirit Week, a cornerstone of our school's tradition, daily rallies held in the area adjacent to the Cafeteria and B Hall further invigorated school spirit. The enthusiastic participation of students, evident through their applause and positive feedback, underscored the success of these endeavors in fostering a lively and supportive school community.

In parallel, the multitude of clubs on campus played a pivotal role in promoting student involvement and camaraderie. Each year, these clubs engage in membership drives, further cultivating a sense of belonging and encouraging student participation in various extracurricular activities.

Furthermore, the recent addition of a Wood Shop class has resonated positively with students, providing them with a hands-on learning experience that fosters creativity and practical skill development. The enthusiastic reception of this class underscores the value of offering diverse educational opportunities that cater to students' varied interests and learning styles.

The concerted efforts of our Student Body leaders and school administration have contributed to a vibrant and inclusive school environment characterized by a rich tapestry of cultural experiences, spirited celebrations, and opportunities for student engagement and growth. We remain committed to fostering a dynamic and enriching educational experience that empowers all students to thrive academically, socially, and personally.

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



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.

Attendance remains a paramount focus for our school as we recognize its pivotal role in course completion and, by extension, graduation rates. Our analysis of data underscores the significant correlation between student attendance and academic achievement.

To address this, our staff is committed to implementing strategies aimed at fostering a stronger sense of connection and belonging among students, thereby encouraging more consistent attendance. By nurturing a supportive and engaging school environment, we aim to enhance students' motivation to actively participate in their educational journey. In line with this commitment, an increasing number of teachers have generously volunteered to sponsor lunchtime and after-school clubs and meetings. These extracurricular opportunities provide students with a platform to pursue their interests and passions within the school setting. By offering diverse and enriching club experiences, we aim to cultivate a school culture that celebrates student diversity and promotes active engagement in both academic and extracurricular pursuits.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Relationship-Centered Schools - Graduation Rate**

Hayward High School will increase the graduation rate by 3% for all students: unduplicated students, African American students, students with disabilities, English Learners, students with exceptional need and students with foster or homeless status. This aligns with LCAP 1 (Deeper Learning), LCAP 2 (Relationship-Centered Schools) and LCAP 5 (Achievement/Engagement)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

To participate as full citizens in a global community, students master robust core academic content, higher-order thinking skills, and learning dispositions by learning how to apply knowledge to real-world circumstances and solve novel problems

Metric: Increase A-G completion for all students, unduplicated pupils and African American students by 3%

#### LCAP Goal 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners and staff to increase equitable student access to social-emotional supports and trauma-informed care, particularly through positive relationship-building and integration with HUSD's Multi-Tiered System of Support.

Metric: Increase high school graduation rate by 2-4% for all students, unduplicated students, African American students, students with disabilities, English Learners, students with exceptional needs and students with foster or homeless status.

Metric: Decrease high school drop out rate by 1% annually

#### LCAP Goal 5: Achievement/Engagement

Increase achievement and engagement of underperforming student groups (Students with Disabilities and Homeless youth). This aligns with LCFF Priorities 4 (Pupil Achievement), 5 (Pupil Engagement) and 6 (School Climate)

Metric: Increase the graduation rate with students with disabilities.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data used to form this goal and findings was from:

- 2022-2023 CAASPP results
- Dashboard analysis

Analysis:

- The decrease in the graduation rate from the 2021-2022 school year can be attributed to the restoration of normal graduation requirements following the temporary adjustments made in response to the pandemic.

Steps to address areas of concern:

1 - Early Warning System Implementation:

- Implement an early warning system to identify students at risk of not graduating early in their high school careers. This system could track attendance, grades, and behavior, allowing for timely interventions to address any emerging issues.

2 - Individualized Student Success Plans:

- Develop individualized success plans for at-risk students, outlining specific academic goals, interventions, and support services tailored to their needs. Regularly monitor progress and adjust plans as necessary.

3 - Freshman Transition Programs:

- Implement freshman transition programs to support the successful transition of incoming ninth-grade students. These programs could include orientation sessions, mentoring programs, and academic support to help students adjust to high school.

4 - Attendance Improvement Initiatives:

- Implement targeted interventions to improve student attendance rates. This could include incentives for good attendance, parent engagement initiatives, personalized outreach to students with chronic absenteeism, and support services to address underlying reasons for absenteeism.

5 - Academic Support Centers:

- Create academic support centers staffed with teachers and tutors to provide additional assistance to students in core subjects. These centers can offer homework help, tutoring, and study skills workshops to improve academic performance.

6 - Career and Technical Education (CTE) Pathways:

- Expand CTE pathways and vocational programs to provide students with hands-on learning experiences and career exploration opportunities. This can engage students who may not thrive in traditional academic settings and increase their motivation to graduate.

7 - Student Advocacy and Mentoring:

- Assign each student a faculty or staff mentor who provides guidance, support, and advocacy throughout their high school journey. Mentors can help students set goals, navigate challenges, and stay on track towards graduation.

8 - Family Engagement Events:

- Organize regular family engagement events to involve parents and guardians in their child's education. These events can include workshops on topics such as college readiness, financial aid, and academic planning, as well as opportunities for families to meet with teachers and counselors.

9 - Data Analysis and Monitoring:

- Utilize data analysis tools to identify trends and patterns in student performance and graduation rates. Regularly review data to identify at-risk students, assess the effectiveness of interventions, and make data-driven decisions to improve outcomes.

10 - Credit Recovery Programs:

- Establish credit recovery programs to assist students who are behind in credits needed for graduation. These programs could offer alternative pathways to earning credits, such as online courses, evening classes, or summer school.

11 - Career and College Readiness Initiatives:

- Implement initiatives aimed at preparing students for post-secondary education and career opportunities. This can include career exploration workshops, college application assistance, and vocational training programs.

## 12 - Social and Emotional Support Services:

- Provide social and emotional support services to address non-academic barriers to graduation. This may include counseling services, mentoring programs, and mental health resources to help students overcome personal challenges.

## 13 - Community Partnerships:

- Forge partnerships with community organizations, businesses, and local colleges/universities to expand resources and opportunities available to students. These partnerships can provide additional support services, internships, and scholarships to support students' success.

## 14 - Student Engagement Activities:

- Offer a variety of extracurricular activities and student engagement opportunities to keep students connected to their school community. This can include sports, clubs, arts programs, and leadership development activities.

To assess the efficacy of these initiatives, Hayward High School will utilize the following data collection methods:

### 1 - Graduation Rate Tracking:

- Continuously track graduation rates over time, comparing current rates with historical data from previous years. Monitor the percentage of students graduating on time and identify trends and fluctuations in graduation rates.

### 2 - Student Cohort Analysis:

- Analyze graduation rates for specific student cohorts, such as incoming freshmen or cohorts identified as at-risk of dropping out. Compare graduation rates among different student groups to identify disparities and assess the effectiveness of targeted interventions.

### 3 - Credit Accumulation Data:

- Monitor student progress towards graduation by tracking credit accumulation rates. Collect data on the number of credits earned by students each semester and compare it to the number of credits required for graduation.

### 4 - Attendance Records:

- Assess the relationship between attendance and graduation rates by analyzing attendance data. Measure the impact of chronic absenteeism and truancy on graduation outcomes and identify students at risk of not graduating due to attendance issues.

### 5 - Credit Recovery Programs:

- Evaluate the effectiveness of credit recovery programs in supporting students at risk of not graduating on time. Collect data on student participation in credit recovery courses, completion rates, and subsequent graduation outcomes.

### 6 - Course Completion Rates:

- Monitor student completion rates for required courses and graduation requirements. Analyze data on course enrollment, completion, and grades to identify barriers to course completion and inform targeted interventions.

### 7 - Student Surveys and Exit Interviews:

- Administer surveys or conduct exit interviews with graduating seniors to gather feedback on their high school experiences and factors influencing their decision to graduate. Identify strengths and areas for improvement in the school's programs and supports.

### 8 - Stakeholder Feedback:

- Seek input from teachers, counselors, administrators, parents, and community members on the factors contributing to changes in graduation rates. Conduct focus groups, surveys, or interviews to gather diverse perspectives and identify areas for intervention and improvement.

### 9 - Comparative Analysis:

- Compare graduation rates with other schools or districts with similar demographics and characteristics to benchmark performance and identify best practices. Analyze data from high-performing schools to identify strategies that could be adapted and implemented at Hayward High School.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate for 2022-2023 School Year: 88.9%	Increase Graduation Rate by 3% to 91.8%
Decrease Chronic Truancy & Increase Overall Attendance		
Increase the Number of Students Passing A-G		

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1		All Students	None Specified
8.2		All Students	
8.3		All Students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

During the transition from the 2021-2022 school year to the 2022-2023 academic year, Hayward High School observed a significant decline in its graduation rate, plummeting from 98% to 89%. This shift can be attributed to several factors, including a rise in the number of students exhibiting chronic or severe truancy, as well as the reinstatement of standard graduation requirements following a district-wide initiative to temporarily lower them in response to the disruptions caused by the pandemic.

To address these challenges and support student success, the academic counselors at Hayward High School have implemented proactive programming. Each year, counselors engage in individualized meetings with students to discuss credit recovery options and develop tailored class plans. Additionally, targeted academic interventions occur at the conclusion of Quarter 1 and Quarter 3, providing students who are struggling academically with essential support.

Notably, seniors receive specialized attention beginning at the onset of their final year. Academic counselors prioritize seniors who are most deficient in credits, ensuring they have ample time to recover any necessary credits while also emphasizing future post-secondary goals to shape their academic planning. Throughout the year, multiple senior check-ins occur to monitor progress and ensure students remain on track towards graduation.

By providing comprehensive support and personalized guidance, Hayward High School aims to bolster student achievement and facilitate a successful transition to post-secondary endeavors.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.





# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$478,284.88
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$192,404.08

Subtotal of additional federal funds included for this school: \$192,404.08

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

State or Local Programs	Allocation (\$)
General Fund	\$3,000.00
LCFF	\$221,000.00
None Specified	\$0.00
Other	\$53,880.80
Unrestricted	\$8,000.00

Subtotal of state or local funds included for this school: \$285,880.80

Total of federal, state, and/or local funds for this school: \$478,284.88

# 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
LCFF	192,424.0	-28,576.00
Title I	263673.	71,268.92

## Expenditures by Funding Source

Funding Source	Amount
General Fund	3,000.00
LCFF	221,000.00
None Specified	0.00
Other	53,880.80
Title I	192,404.08
Unrestricted	8,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,000.00
1000-1999: Certificated Personnel Salaries	265,760.88
2000-2999: Classified Personnel Salaries	120,000.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	45,524.00
5000-5999: Services And Other Operating Expenditures	13,000.00
Certificated Hourly	2,000.00
Classified Hourly	10,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	3,000.00
0000: Unrestricted	LCFF	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF	186,000.00
2000-2999: Classified Personnel Salaries	LCFF	5,000.00
4000-4999: Books And Supplies	LCFF	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
Certificated Hourly	LCFF	2,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	35,880.80
4000-4999: Books And Supplies	Other	18,000.00
0000: Unrestricted	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	43,880.08
2000-2999: Classified Personnel Salaries	Title I	115,000.00
3000-3999: Employee Benefits	Title I	1,000.00
4000-4999: Books And Supplies	Title I	12,524.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
Classified Hourly	Title I	10,000.00
	Unrestricted	5,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,404.08
Goal 2	42,880.80

Goal 3	126,000.00
Goal 4	21,000.00
Goal 5	199,000.00
Goal 6	16,500.00
Goal 7	8,500.00

# School Site Council Membership

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

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

Name of Members	Role
Waylon Miller	Principal
Solidad Padilla	Parent or Community Member
Pablo Maldonado	Parent or Community Member
Victor Fitzsimons	Classroom Teacher
Mary Walsh	Classroom Teacher
Emely Vazquez	Secondary Student
Luz Hart	Parent or Community Member
Maya Walker	Other School Staff
Oliver Yang	Classroom Teacher
Alexandria Ray	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Waylon Miller on June 11, 2024



SSC Chairperson, Mary Walsh on June 11, 2024



# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

*Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

*Note: Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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