

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Hayes Elementary	43696256099451	May 13, 2025	June 12, 2025

Plan Description

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

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

Ongoing needs and data of students at Hayes School have compelled us to stop, reflect and identify the priorities for our school community. Data reflection keeps us committed to prioritize Goal 2. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see our reading intervention teachers and academies as a continued focus. In addition, because Hayes Elementary School has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population and Students with disabilities.

We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis. The SPSA plan will be used to meet federal ATSI requirements.

Educational Partner Involvement

How, when, and with whom did your 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

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

Presentations to Educational Partners included:

School Site Council- 5/13/25

Home and School Club- 5/13/25

English Learner Advisory Committee (ELAC)- 5/13/25

Hayes Staff- 5/13/25

The School Site Council approved the SPSA on 5/13/25

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

These additional needs have surfaced in response to educational partner feedback, as they relate to proficiency in meeting or exceeding all common core standards:

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

Goal 1- These needs have surfaced as they relate to proficiency in meeting or exceeding all common core standards:

- Additional small group instruction
- Differentiation of instruction

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

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

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

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

Goal 4- These needs have surfaced as they relate to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

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

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

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

Because Hayes Elementary School has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population and Students with disabilities. The SPSA plan will be used to meet federal ATSI requirements.

Comprehensive Needs Assessment

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.

CA Dashboard data shows that overall student performance in math and English Language Arts (ELA) was in the orange level (low), which indicates a need for differentiated instructional supports and scaffolding and targeted interventions. Student groups that also performed at orange levels were Hispanic students and English Learners on the ELA indicator.

Additionally, CA Dashboard data shows that Asian students, White students, and English Learner students were in level orange (high) for suspension rate. Students in the following groups were in red (very high) for chronic absenteeism: White, Two or More Races, English Learners and Students with Disabilities.

Reviewing this data with support staff, teachers, and parent groups, it has been determined that we will focus our efforts on improving student outcomes through the following interventions as well as the strategies and activities described in each goal:

- *Reading intervention teachers for students below level in reading, including English Learners*
- *Math tutoring after school intervention*
- *Positive Behavior and Interventions and Supports (PBIS) training and refresh for staff*
- *Mental health/counseling services*

Goals, Strategies/Activities, and Expenditures

Goal # 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards and 21st century skills. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

Teacher determined formative assessment data, iReady and SBAC assessment results indicate that a significant percentage of students are showing gaps in foundational literacy and math skills. We plan to focus our grade level professional learning community work on closely monitoring the assessment data for students not at grade level standard. Instructional strategies and plans will be analyzed and modified based on student need. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

Goal 1

Metric	2022-23 Data	2023-24 Data	Desired Outcome for 2024-2025	2024-25 Data	Desired Outcome for 2025-2026
SBAC Scores	ELA- 40% Met or Exceeded Standard Math- 34% Met or Exceeded Standard	ELA- 36% Met or Exceeded Standard Math- 38% Met or Exceeded Standard	Annual Growth of 3% overall	Available August 2025	Annual Growth of 3% overall
CA Dashboard Academic Indicator	2023: ELA - Orange (Low) Math - Orange (Low)	2024: ELA - Orange (Low) Math - Orange (Low)	Blue, Green or Increase of One Performance Level	Available August 2025	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	36% on or above grade level	32% on or above grade level	Annual Growth of 3% overall	33% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	27% on or above grade level	27% on or above grade level	Annual Growth of 3% overall	29% on or above grade level	Annual Growth of 3% overall

Strategy/Activity 1

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

All Students

Strategy/Activity

Instructional materials and supplies to address learning needs or foundational skill gaps for students, with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$13,405	LCFF
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Strategy/Activity 2

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

All Students

Strategy/Activity

Two Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on our new math curriculum, enVision Math to shore up Tier 1 instruction. To address learning needs or foundational skill gaps for students, professional development/training/planning time will be provided for Hayes teachers with the goals of increasing student proficiency. Because Hayes Elementary School has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of our White student population.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,500	LCFF

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase supplemental technology resources to replace document projectors, document cameras, chromebooks, earbuds and headphones as needed for everyday instruction for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	LCFF

Strategy/Activity #4

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students

Strategy/Activity

Support socioeconomically disadvantaged students so that fees and expenses are not a barrier for them to attend the outdoor extended science education programs focused on NGSS science standards, socioemotional health, hands-on learning of challenging academic content and equitable access to community learning experiences..

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,000	Title 1

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

This goal was addressed during 2024-2025 with extra instructional materials and some licenses meant specifically for differentiation. Overall it was effective for a large number of students, especially in regards to Reflex/Frax license. This goal also allowed our socioeconomically disadvantaged students to attend an outdoor extended science education program.

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

The implementation was executed as intended.

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 only real change to this goal will be a slight increase in Strategy 4 to cover transportation costs for unduplicated students' participation in academic science experiences.

Goal #2

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

Identified Need

The English Learner and Hispanic student groups represent the largest student groups at Hayes Elementary. The reclassification rate for EL students decreased slightly during the 24-25 school year, and progress on the SBAC and iReady benchmark assessments for ELs not reclassified is not sufficient to represent accelerated academic growth. Additionally, the stagnant percentage of EL students that are considered Long Term English Learners (LTEL) is concerning.

Goal 2

Metric	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025	2024-2025 Data	Desired Outcome for 2025-2026
English Learner Reclassification Rate	4%	1%	15-20% of English Learners Reclassified Annually	0%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	25%	23%	20% or Less of English Learners Identified as LTEL	17%	15% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	30% of Latino students scored at or above grade level 16% of English learners scored at or above grade level	24% of Latino students scored at or above grade level 8% of English learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups	24% of Latino students scored at or above grade level 13% of English learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for	17% of Latino students scored at or above grade level 15% of English Learners at	17% of Latino students scored at or above grade level 14% of English Learners at	Annual Growth of 5% for Listed Student Groups	19% of Latino students scored at or above grade level 17% of English Learners at	Annual Growth of 5% for Listed Student Groups

Student Groups (iReady Mid-Year)	<i>or above grade level</i>	<i>or above grade level</i>		<i>or above grade level</i>	
CA Dashboard Academic Indicator	ELA Hispanic students-Low English Language Learners-Low Math Hispanic students- Medium English Language Learners-Medium	ELA Hispanic Students-Low English Language Learners-Low Math Hispanic students-Low English Language Learners-Low	Blue, Green or Increase of One Performance Level for Listed Student Groups Blue, Green or Increase of One Performance Level for Listed Student Groups	Status Available Fall 2025 Status Available Fall 2025	Blue, Green or Increase of One Performance Level for Listed Student Group Blue, Green or Increase of One Performance Level for Listed Student Group

Strategy/Activity #1

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

EL Students

Strategy/Activity

Support EL readers with three reading intervention specialists to provide 1:1 or small instruction to students who need tier 2 intervention in English language arts (ELA), based on Smarter Balanced Assessment Consortium (SBAC) and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$114,957	TITLE 1
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Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase supplemental educational technology resources (including Reading A-Z & RAZ Kids, Brainpop (ELL), Reflex/Frax and Mystery Writing licenses) and instructional supplies to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills. Teachers will use additional small group instruction to meet the needs of students as identified through qualitative and quantitative data sources.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$12,101	Title 1
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Strategy/Activity #3

Students to be Served by this Strategy/Activity

EL Students

Strategy/Activity

Support teachers with additional instructional supplies to support common core curriculum with tools for differentiation of the curriculum based on SBAC and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$17,031	Title 1
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Strategy/Activity #4

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

EL Students

Strategy/Activity

Allocate funding to compensate teachers for providing small group, evidence-based interventions beyond their contracted hours.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$2,000	Title 1
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Strategy/Activity #5

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

EL Students

Strategy/Activity

Provide Tier 2 small group Newcomer support for students entering US schools for the first time. This support will be aligned to meet the challenging state academic content standards for upper grade students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$carryover	Title 1
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Strategy/Activity #6

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

EL Students

Strategy/Activity

We will support teachers, staff and the administrator with additional training and/or opportunities to attend professional learning in best practices for meeting the needs of our English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, to facilitate acceleration of their academic achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,750	Title 1
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The overall implementation of strategies and activities for this goal last year was strong.

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

The intended implementation was incomplete due difficulties securing the after school math tutoring. However, additional regular staff came on board to provide academic interventions after school.

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 changes that were made in regard to this goal was the addition of a Tier 2 Newcomer small group support staff person for students entering US schools for the first time.

Goal # 3

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

Identified Need

Analysis of student performance on 2023-24 local benchmark assessments midyear shows that only 18% of students with disabilities scored at or above grade level in reading mid-year and only 19% in math. Hayes inclusion data remains strong at 89%. Because Hayes Elementary School has been identified for ATSI, we will focus our action efforts on the continuous improvement of our students with disabilities.

Goal 3

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Data	2024-2025 Data	Desired Outcome for 2025-2026
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Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>24% of Students with Disabilities Performed at or above grade level</i>	<i>23% of Students with Disabilities Performed at or above grade level</i>	<i>18% of Students with Disabilities Performed at or above grade level</i>	<i>12% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>26% of Students with Disabilities Performed at or above grade level</i>	<i>23% of Students with Disabilities Performed at or above grade level</i>	<i>19% of Students with Disabilities Performed at or above grade level</i>	<i>6% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	ELA Students with Disabilities-Low Math Students with Disabilities-Low		ELA Students with Disabilities-No Performance Indicator Math Students with Disabilities-No Performance Indicator	Available Fall 2025	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	93%	88%	89%		Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day

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Strategy/Activity #1

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No site cost associated with this strategy
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Strategy/Activity #2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

As needed, organize extension meetings that bring together all support staff and any general education teachers who opt in. These meetings will provide a space to discuss students who may need support, exchange strategies, and collaborate on early intervention efforts

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Hayes. Furthermore, because Hayes has been identified for ATSI, we will focus our action efforts on the continuous improvement of our students with disabilities. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who is part of the team that will be supporting the student. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student’s curriculum within the classroom. Inclusion is a big goal for all students with disabilities at Hayes. Sometimes meetings need to be held during school hours to accommodate parent work schedules and a substitute teacher may be needed to release classroom teachers for participation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	LCFF

Strategy/Activity #4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Strengthen general education teachers’ abilities to recommend supports and interventions for general education students. Support SST process by providing professional development to staff from staff members who have a proven track record of fidelity to high quality interventions and accommodations in past SSTs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No site cost associated with this strategy
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Strategy/Activity #5

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Provide resource teacher and instructional assistant collaboration time to support general education teachers in addressing the learning needs or foundational skill gaps of students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No site cost associated with this strategy
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Strategy/Activity #6

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Teachers will provide additional small group instruction time to support the needs of students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No site cost associated with this strategy
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Overall there were no differences between the planned strategies/activities and the actual implementation. There will be a continued focus on effectively implementing these strategies and because Hayes has been identified for ATSI, we will focus our action efforts on the continuous improvement of our students with disabilities.

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

There were no substantive differences in these planned actions and actual implementation.

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.

There are no planned changes to this goal or to the strategies/activities to achieve this goal.

Goal #4

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

Identified Need

Parents widely attend student performances (recorder concerts, Gallery Walks) and community events (Back to School Night, Community Dinner Night Out Events, Scholastic Book Fair and the Fall Fun Run) planned by our Hayes Home and School Club (HHSC). With that being said, more robust attendance at Home and School Association and other meetings is desired. Hayes has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings. We see less than 50% consistent representation at various parent meetings and school events.

The average visits to school websites and social media pages is monthly. Our goal is weekly. The number of parents who responded to the California Healthy Kids Survey was 75, up from 0 in 2022-2023.

Additionally, the school wants all families to feel welcome, with their voices heard. Hayes Elementary will continue to regularly, in various formats, communicate with families about what's happening at school and how they can get involved. The Hayes staff and community will work together to provide creative opportunities for parent engagement during the 25-26 school year.

Goal 4

Metric	2022-2023 Data	2023-2024 Data	2024-2025 Data	Desired Outcome for 2025-2026
Attendance at School Parent Meetings	There was no Parent Rep for District English Learner Advisory Committee (DELAC) HABLA rep attended 2 District meetings and was present at HHSC meetings District Community Liaison attended HHSC meetings to represent Vietnamese Community	There was no rep attending DELAC HABLA rep attended 2 District meetings and was present at HHSC meetings District Community Liaison attended HHSC meetings to represent Vietnamese Community DAC reps attended majority of DAC meetings	There was no rep attending DELAC HHSC President and DAC rep attended District meetings District Community Liaison attended HHSC meetings to represent Vietnamese Community Hayes had a Koffee Klatch rep who attended meetings	Increase number of meetings and number of parents attending each ELAC, and HHSC Increase DAC representation Hold HABLA site meetings Continue Continue
Parent Engagement Events/Community Events	Re-established HHSC Board HHSC met monthly Held 6 Dinner Night Out Events Did See's Candy Fundraiser Brought back Scholastic Book Fair	There was a functioning HHSC Executive Board HHSC Meetings were held 6 times during the school year Held 6 Dinner Night Out Events Did See's Candy Fundraiser Held Scholastic Book Fair	There was a functioning HHSC Executive Board HHSC Meetings were held monthly during the school year Maintained 6 Dinner Night Out Events Did See's Candy Fundraiser Held Scholastic Book Fair Held successful APEX	Continue to grow Community Events Hold monthly HHSC meetings Increase Family Dinner Night Out Events Continue See's, Scholastic Book Fair, Winter Craft Fair, APEX Fun Run Increase SEAL Gallery Walks to include Kinder

	Held successful Walk-a-Thon SEAL Gallery Walks and VPA events were well attended	Held successful Walk-a-Thon SEAL Gallery Walks and VPA events were well attended Held Family Dance and Movie Night	Fun Run Winter Craft Fair SEAL Gallery Walks and VPA events were well attended Held 2 Family Dances and a Movie Night Mega Man Bullying Prevention Assembly End of Year BMX Family Assembly	Maintain high level of approved parent volunteers Invigorate ARCC connection
Parent Square Delivery and Post Data	Contactable Rate: 99% 1st grade and 3rd grade each had approximately 200 posts each	Contactable Rate: 98% 1st and 3rd Grade continue to have highest grade level posts 60% of parents have downloaded the PS app	Contactable Rate: 99% 3rd has the highest grade level post distribution, followed by 1st and 2nd. 63% of Hayes parents downloaded the PS app	Maintain 99% contactable rate and increase parents downloading the PS app to 75%

Strategy/Activity #1

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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Strategy/Activity #4

Students to be Served by this Strategy/Activity

All students, with a focus on EL students

Strategy/Activity

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

Amount(s)

Source(s)

\$2,420	Title 1
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Strategy/Activity #5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

Amount(s)

Source(s)

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

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

Amount(s)

Source(s)

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

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Survey parents at the beginning of the year to determine their preferred format for meetings. Meetings during 2024-2025 were held virtual. Continue to rely regularly on ParentSquare and our Hayes Facebook page for information and celebration communication.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #8

Students to be Served by this Strategy/Activity

EL students

Offer a District run English As a Second Language Class for parents at Hayes.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Overall there were no differences between the planned strategies/activities and the actual implementation.

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

The budgeted expenditures fit with the implementation plan.

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.

No changes to this goal or the strategies/activities were noted.

Goal #5

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

Identified Need

Hayes' chronic absenteeism rate has continued to remain high for Students with Disabilities, English Learners, Two or More Races and White student groups, which were all at the red level on the CA Dashboard. During the 2024-2025 school year Hayes did see some gains to our Daily Attendance Rate up to an average of around 93%. However, students residing in two attendance areas annexed during consolidation remain our highest pockets of absenteeism. An emphasis on attendance, including continuing to revamp the attendance reward system and closely monitor the students above the 10% absence threshold, is again required for the 25-26 school year. Additionally, there is a need to ensure a continued upward trajectory in the percentage of students feeling connected to school. Continuing to create meaningful connections to students is an important initiative for the adults working on the Hayes Elementary campus. Although PBIS has been highly implemented at Hayes, there is a need for improvement, particularly with Tier 2 support. Lastly, maintaining the counseling support for students in need, at the same level as the past two years is necessary. The Hayes staff continues to notice stress on students and families, and mental health and behavioral supports continue to be essential for the 2025-26 school year.

Based on the 2022-23 state indicator for chronic absenteeism, Hayes school has been identified for Additional Targeted Support and Improvement (ATSI) for students who identify as white and students with disabilities. Their state indicator was reported as "very high" for chronic absenteeism on the CA Dashboard.

Goal 5

Metric	May 2022-2023 Data	May 2023-2024 Data	Desired Outcome 2024-2025	May 2024-2025 Data	Desired Outcome for 2025-2026
Attendance Annual Average	91%	93%	98%	TBD	98%
Chronic Absenteeism	15%	28%	<i>The Chronic Absenteeism rate will be reduced to 10%.</i>	TBD	<i>The Chronic Absenteeism rate will be reduced to 10%.</i>
Suspension Rate	0%	0%	0%	TBD	0%
Expulsion Rate	0%	0 students	0 students	0 students	0 students
Student Safety Survey	<i>Grades 3-6, 90% feel safe at school</i>	<i>5th Grade, 94% feel safe at school</i>	<i>5th Grade, 100% feel safe at school</i>	<i>5th Grade, 90% students feel safe at school</i>	<i>5th Grade, 100% feel safe at school</i>

Student Connectedness and Belonging	<i>Grades 3-6, 67% feel connected at school</i>	<i>5th Grade, 76% students feel connected at school</i>	<i>5th Grade, 100% feel safe at school</i> <i>5th Grade, 100% students feel connected at school</i>	<i>5th Grade, 76% students feel connected at school</i>	<i>5th Grade, 100% students feel connected at school</i>
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Strategy/Activity #1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Continue PBIS Mentor at site to support the implementation through data analysis and meet with PBIS External Reviewer to complete the PBIS Tiered Fidelity Inventory.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

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

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served. Because Hayes Elementary School has been identified for Additional Targeted Support and Improvement, we will also focus our action efforts on the continuous improvement of our white student group and students with disabilities.

Strategy/Activity

Implement, monitor, and provide attendance Interventions and supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED). Monitor attendance rates monthly. Provide community outreach to families that have chronic absences as shown in monthly attendance reports. Share monthly attendance reports with staff, parents and community members during school monthly meetings and through ParentSquare.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Meet monthly with Noon Duty Staff (including recess program staff) to provide professional development around school expectations and PBIS implementation during lunch.

Amount(s)	Source(s)
\$400	LCFF

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

All Students

Strategy/Activity

Provide and expand Physical Education and Recess Program to support our work with students’ social emotional learning (SEL). Data from the Center for Disease Control website cites that regular, focused physical activity through recess, benefits students by improving memory, attention and concentration, helping them stay on-task in the classroom, reducing disruptive behavior in the classroom and improving their social and emotional development (ie. learning how to share and negotiate).

Amount(s)

Source(s)

\$65,000	Title 1
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Strategy/Activity #5
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

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

Amount(s)

Source(s)

\$0	District provided resources or free community resource
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Strategy/Activity #6
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Offer and encourage teachers to use supportive wellness supplies to meet their students’ SEL needs.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #7
Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will hold daily morning meetings or restorative proactive circles to meet students’ behavior, engagement or safety needs. The meetings will help them identify students who need additional SEL support as well as foster a sense of community and safety. This will provide the platform for students to be more connected to an adult at school.

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

An analysis of how this goal was carried out in the previous year.

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

Overall there were no substantive differences in this planned action and actual implementation.

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

The budgeted expenditures fit with the implementation plan, except for the walking school bus strategy, which was never executed because of unavailability of community members to support it.

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 major changes to this goal for the 2025-2026 school year were 1) the elimination of walking school bus strategy and 2) the increase in the amount of funding allocated for PE Recess Program due to increasing hours of support.

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 Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 227,259
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 266,064

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 1	\$ 227,259

Subtotal of additional federal funds included for this school: \$227,259

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 (\$)
LCFF	\$38,805

Subtotal of state or local funds included for this school:\$38,805

Total of federal, state, and/or local funds for this school: 266,064

Hayes Elementary School

School Site Council Meeting Minutes

May 13, 2025

Council Committee Members

Tracy Cochran	Principal	-	Present
Carla Dickerson	Secretary	-	Present
Luisa Rodriguez	Parent	-	Present
Diane Gamboa	Teacher	-	Present
Reason Roxas	Parent	-	Absent

Google Meet called to order by Tracy Cochran @ 3:00pm

Minutes- None presented

-SPSA (School Plan for Student Achievement)

Tracy shared the plan via power point in our virtual meeting. She presented the 5 goals determined by the district and outlined strategies identified that are decided by the site and the budget allocated for each strategy.

Tracy shared all the DATA and pointed out the continuance of multiple reading intervention support providers, a PE program partnership, district VPA services, counseling and mental health services. Staff will continue with strategies to meet the social and emotional needs of their students.

School Site Council will revisit the strategies listed as carryover allocations are determined in the Fall of 2025.

Motion to approve as presented made by Diane Gamboa, 2nd by Luisa Rodriguez

Other Business- None

Next meeting- Fall TBA

Meeting adjourned at 3:35pm

Minutes recorded and submitted by Carla Dickerson