

# The Single Plan for Student Achievement



**School:** Dr. Ralph E. Hawes Elementary School  
**CDS Code:** 30-66530-6094643  
**District:** Huntington Beach City School District  
**Principal:** Julie Jennings  
**Revision Date:** October 11, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## **School Vision and Mission**

### **Dr. Ralph E. Hawes Elementary School's Vision and Mission Statements**

The staff at Hawes Elementary School is committed to all students succeeding in a rigorous core curriculum. The following shared beliefs build our actions within a safe, friendly, and joyful learning environment:

WE BELIEVE that, with strong home and school support, all students can successfully acquire the skills needed to become lifelong learners.

WE BELIEVE in a school climate that is built upon a foundation of teamwork, collaboration, and mutual respect among all groups.

WE BELIEVE that an environment that supports risk-taking, creativity, and openness to new ideas and technologies is essential to our vision of success.

WE BELIEVE that positive self-esteem and a strong sense of social responsibility are goals for every student.

WE BELIEVE that students will love learning and be challenged to reach their highest potential when their natural curiosity and creativity is stimulated.

WE BELIEVE in aiming for the remarkable. We will set ambitious goals and strive to achieve them.

The hawk's flight symbolizes our vision for children...to soar, to experience joy and freedom, and to apply strength, grace, and a keen eye to a noble purpose.

## **School Profile**

Dr. Ralph E. Hawes Elementary School, a high performing California Gold Ribbon School 2015, serves students in K through 5th grade. Although we are a neighborhood school and many walk to school, approximately 25% of our 606 students are on inter-district transfers. As a school with a strong PTA, we are able to provide enhanced learning opportunities for all of the diverse needs of our students. At all grade levels, we have classes for students with special needs, depending on the IEP, that include full-day Specialized Academic Instruction (SAI) classes, pull out SAI support, occupational therapy, Adaptive PE, speech and language services, social skills training, and counseling. Additionally, beginning in 2nd grade, we provide GATE instruction within cluster classes for eligible students. Vocal music instruction is provided to all classes with a credential music teacher, while students in grades K-5 participate in ST Music keyboarding classes each week. A credentialed PE teacher provides physical education to students once weekly to allow for small group instructional opportunities within the classroom. Through a district funded program, we do provide an after school or at home language program using Rosetta Stone. Our PTA offers enrichment opportunities such as after-school programs for sports, chess, art, Spanish, and music. The PTA also provides programs that enrich the daily program such as Accelerated Reader (AR), art assemblies and in-class lessons, Red Ribbon Week Activities, academic assemblies, field trips and more.

This year our essential focus question for our work is: How do we learn and apply concrete knowledge to create opportunities for our students to increase their ability to apply knowledge, solve problems, communicate, collaborate, and think critically about the world around us? Our work will focus on this essential question as we reflect on refining our practices to positively impact and increase student achievement. We continue to strengthen our community, increase stakeholder participation and continue to improve our instructional program, which is aligned to Common Core Standards. We continue to tap into the individual strengths of our stakeholders to co-create learning opportunities for all. As a staff, we maintain high expectations of ourselves and our students. We model respect and build strong relationships with one another for the greater good of all of our students.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At the end of each school year, the District completes a comprehensive survey for all schools. This past year, the survey included questions on program, environment, and academics and allowed for parents to provide additional feedback. The data from these surveys was disseminated to the site principal to use for program changes. Feedback for Hawes was very positive and included: excellent teachers, positive communication from all, supportive, collaborative staff, high parent involvement as well as opportunities to volunteer, sense of community spirit, and technology integration. Areas of potential focus include ensuring that students are not distracted from learning.

### **Classroom Observations**

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

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

Through the use of our math and English language arts coaches, we utilize release time to observe and coach in classrooms to further improve instructional practices and alignment of instruction.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

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

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

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

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

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

Hawes has a fully credentialed teacher in every classroom. Additionally, the teaching staff has received training for DIBELS Next, ELA textbooks adoption and primary grades are in the process of being trained in Factwise. All have been trained in Cognitively Guided Instruction (CGI). Training to embed the use of technology within instruction continues.

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

#### STAFF DEVELOPMENT ALIGNED WITH STANDARDS

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

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

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

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

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

This year, through support of the District Office, our instructional coaches continue to support the learning and practices of all teachers. Scienceworks training was provided to teachers in grades K-1 and will expand to other grades this year. On-going classroom assistance and support is provided on an informal basis by teacher leaders as well as the principal. Technology training will be provided and focused to meet individual needs.

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

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

#### Teaching and Learning

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

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

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

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

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

During the 2017-18 school year, the staff will continue to implement the standards sequence schedule, based on discussions and benchmark pacing guides for mathematics and language arts. Staff will continue to refine these practices and adjust pacing based on student performance results. Through data analysis, students in need of intervention and support are identified. Interventions are implemented and students are monitored for progress. Enrichment activities are also provided as students show need for additional engagement.

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

With the adoption and implementation of Common Core, HBCSD utilizes the MyMath series, which is used in conjunction with ST Math, Number Talks and CGI/ECM. The District utilizes research-based programs that address the Common Core Standards such as Mind Institute and Thinking Maps. The District adopted Houghton-Mifflin/Harcourt for our English-Language Arts program. Teachers received training in the use of materials and will continue to receive support throughout the school year.

Two significant programs or instructional practices in math are in place. Kindergarten - fifth grade students are engaged in the ST MATH program developed by the M.I.N.D. Institute. Students spend two sessions a week in the computer lab engaged in ST Math work. All teachers in grades K-5 are committed to implementing Cognitively Guided Instruction (CGI) and Number Talks as part of our math instructional program.

All teachers have embraced Thinking Maps and use them in daily writing activities. Thinking maps are used for transferring thinking processes, integrating learning, and continuously assessing student achievement across all disciplines and grade levels. As a school, we purchase and utilize Time for Kids and Scholastic News (informational text) to support mastery of ELA standards.

Teachers in grades K-3 are in the process of aligning their implementation of Factwise, a program designed to develop math fluency in students.

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

HBCSD adopted state approved materials. Through a district process, materials were identified and purchased that best meet the needs of our student population across the district. We continue to enhance our use of informational text through Time for Kids/Scholastic News and other materials on site. Teachers access Inspire and Activate through Illuminate as well as CAASSP resources to support implementation of standards-based instruction.

Opportunity and Equal Educational Access

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

Categorical and donation funding provide staff development, teacher release time, additional technology, informational text and additional ELD materials to support research-based instruction for under-performing students. Additional intervention time is provided within the school day and organized by each grade level team. Through the use of our certificated PE teacher, we are providing two 30 minute blocks of time per week for the classroom teacher to provide focused instructional time for intervention/enrichment support. For this year, we will continue to expand our before and after school extensions of the learning day.

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

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

#### 14. Research-based educational practices to raise student achievement

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

#### Parental Involvement

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

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

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

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

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

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

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

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

Through district support, Hawes students can access counseling services through the Outreach Concern program and Phoenix House, which provides the positive choice program to all 5th grade students, whole class presentations for grades K-1 and targeted small group skill based support for targeted students.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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



## Funding

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

Categorical funds support the following programs and instructional practices to enable under-performing students to meet standards:

MATERIALS: Time for Kids (gr.1-5), Scholastic News (gr. K), Non-Fiction Readers, materials for Factwise, Thinking Maps and other school wide programs

TECHNOLOGY: replacement, LCD Projectors, Laptops, iPad applications

Outreach Concern Counselor

TARGETED STAFF DEVELOPMENT

ST MATH and ACCELERATED READER

DATA ANALYSIS: release time

COMMON CORE ALIGNED INSTRUCTION AND ASSESSMENT

EMBEDDING TECHNOLOGY ACROSS THE CURRICULUM

### 18. Fiscal support (EPC)

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

## **Description of Barriers and Related School Goals**

With the implementation of Common Core Standards and the increased integration of technology, the Hawes staff continues to face complexity and change. With the implementation of several district initiatives and the focus on improving student achievement for all of our students, the staff continues to grapple with new ideas, new learnings, and the challenges that one sees in implementing change. With all learners, we come to the table with varying degrees of comfort in risk-taking and change. Some are eager and ready to jump in and try new things; some are willing and able, but need a little more support; others have difficulties with experimentation and change. As a staff, we continue to grapple with the complexities as we implement ST Math/Music, PE instruction, provide instruction aligned to the Common Core Standards to meet measurable outcomes, implement intervention programs with fidelity, and remind ourselves about the importance of first best instruction. As we journey through these obstacles, we will learn beside our students, modeling along the way and strengthening our ability to be a true learning community for all stakeholders.

This complexity of change also translates to new learning for parents. Since all of us attended school at some point in our lives, it is a common mental model to think that our children's school is the same school that we attended when we were young - with traditional ways of learning, desks in a row, spelling tests on Fridays, etc. Another barrier continues to be teaching parents about Common Core and what it really means to defend your thinking, how it translates to real life situations, and how it is similar to some of our current expectations. With the changes in state testing, parents will want to know even more about their child's progress. They will question and wonder about CCSS and the assessments. Informing our parents and community about these changes, the impacts and how best to help with learning at home, beyond the walls of school will also be required to ensure alignment and student success.

Another barrier that we face is one dealing with fiscal resources. With the reality that Hawes does not receive much in general nor categorical funding, it is incumbent upon us to find resources outside of the normal funding stream. A great deal of time and energy go into finding materials that are needed as well as sources of revenue to support our dreams and vision for Hawes. Our PTA is one of our biggest partners and provides an immense amount of financial support to ensure that programs, equipment, technology, and enrichment activities are part of our program. Foundations such as the Chevron, Donorschoose.org, The Assistance League, and parent donations through our annual fundraiser allow for us to continue to fund new technologies and other needed equipment and materials. We will need to continue to seek other outside agencies to fund specific projects and needs. A balance between finding resources and focusing on instructional improvement for all will be required.

Although our attendance (ADA) rate was approximately 97.8% during the 2017-18 school year, we continue to struggle with parents pulling students out of school for family trips. Increasing our ADA is vital for student success since much of what we teach through Common Core instruction can not be replicated through a worksheet. Positive incentives will also be utilized to recognize good attendance.

Through collaborative conversations, the stakeholders at Hawes will work together to solve problems as we tackle the complexities of the school year. It will be important to tap into the individual talents and strengths of our stakeholders (Team Hawes) to provide the best possible opportunities for all students.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	122	106	100	121	104	99	121	104	99	99.2	97.2	99
Grade 4	117	118	105	116	115	101	116	115	101	99.1	97.5	96.2
Grade 5	135	122	121	129	122	118	129	122	118	95.6	100	97.5
All Grades	374	346	326	366	341	318	366	341	318	97.9	98.3	97.5

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2477.9	2497.3	2470.1	48	57	44.44	27	24	28.28	18	16	13.13	7	3	14.14
Grade 4	2538.7	2551.2	2554.4	59	63	64.36	22	23	26.73	12	10	5.94	7	4	2.97
Grade 5	2571.0	2584.5	2579.1	49	55	55.93	28	30	27.97	16	11	9.32	8	4	6.78
All Grades	N/A	N/A	N/A	52	58	55.03	26	26	27.67	15	12	9.43	7	4	7.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	44	35.35	50	47	48.48	12	9	16.16
Grade 4	51	58	54.46	42	37	42.57	7	4	2.97
Grade 5	48	52	48.31	42	41	43.22	10	7	8.47
All Grades	46	52	46.23	45	42	44.65	10	7	9.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	55	43.43	48	41	40.40	6	4	16.16
Grade 4	53	63	70.30	40	34	26.73	7	3	2.97
Grade 5	59	70	69.49	34	25	26.27	7	5	4.24
All Grades	53	63	61.64	40	33	30.82	7	4	7.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	38	28.28	64	59	61.62	3	4	10.10
Grade 4	37	32	33.66	58	62	58.42	5	6	7.92
Grade 5	34	34	28.81	62	63	63.56	4	3	7.63
All Grades	34	34	30.19	61	61	61.32	4	4	8.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	51	43.43	50	46	45.45	6	3	11.11
Grade 4	34	50	66.34	41	45	27.72	6	5	5.94
Grade 5	57	59	63.56	38	39	29.66	5	2	6.78
All Grades	45	53	58.18	43	43	33.96	6	3	7.86

**Conclusions based on this data:**

1. In the overall performance data, the majority of our students exceeded or met performance standards.
2. Further analysis of data is needed to identify students who have "nearly met" standards to ensure progress and mastery.
3. Many students in the below standard category receive special education support to address unique areas of need.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	122	106	100	121	104	99	121	104	99	99.2	97.2	99
Grade 4	117	118	105	117	115	101	117	115	101	100.0	97.5	96.2
Grade 5	135	122	121	129	122	118	129	122	117	95.6	100	97.5
All Grades	374	346	326	367	341	318	367	341	317	98.1	98.3	97.5

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2497.5	2511.3	2493.7	45	50	46.46	41	40	35.35	14	8	11.11	0	2	7.07
Grade 4	2534.5	2553.6	2558.7	49	57	54.46	31	29	36.63	18	12	7.92	3	2	0.99
Grade 5	2577.9	2581.7	2583.7	50	59	55.56	29	22	28.21	16	14	11.11	5	5	5.13
All Grades	N/A	N/A	N/A	48	56	52.37	34	30	33.12	16	11	10.09	2	3	4.42

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	67	65	69.70	28	26	20.20	5	9	10.10	
Grade 4	58	70	78.22	34	26	18.81	8	4	2.97	
Grade 5	64	67	70.94	28	24	22.22	8	9	6.84	
All Grades	63	67	72.87	30	25	20.50	7	7	6.62	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50	67	52.53	49	29	40.40	2	4	7.07
Grade 4	50	57	61.39	45	38	35.64	5	5	2.97
Grade 5	43	52	44.44	46	41	48.72	12	7	6.84
All Grades	47	58	52.37	47	36	41.96	6	6	5.68

**Communicating Reasoning**  
**Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 3</b>	58	63	61.62	39	34	28.28	3	3	10.10
<b>Grade 4</b>	54	66	64.36	36	27	31.68	10	7	3.96
<b>Grade 5</b>	43	49	52.99	50	44	39.32	8	7	7.69
<b>All Grades</b>	51	59	59.31	42	35	33.44	7	6	7.26

**Conclusions based on this data:**

1. In the overall performance data, the majority of our students exceeded or met performance standards.
2. Further analysis of data is needed to identify students who have "nearly met" standards to ensure progress and mastery.
3. Many students in the below standard category receive special education support to address unique areas of need.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1		***		***						***			***		
2			***	***	***					***				***	
3		25			50		***	25	***						
4			***	***		***									
5		***		40	***		40			20					
<b>Total</b>		45	33	43	36	33	21	9	33	29			7	9	

#### Conclusions based on this data:

1. The majority of our students who are tested on CELDT score Intermediate to Advanced.
2. The number of EL students enrolled at Hawes continues to decrease.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		40	60	40	40		40	20		20					40
1	25	100	***	25						25			25		
2			***	***	***					***				***	
3		25			50		***	25	***						
4			50	***		50							***		
5		***		40	***		40			20		***			
<b>Total</b>	5	50	53	38	33	13	24	11	13	24		7	10	6	13

#### Conclusions based on this data:

1. The majority of students tested perform in the intermediate to advanced levels.



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: Common Core State Standards**

#### **LEA GOAL:**

Implement Materials Aligned to Common Core Instruction;  
Continue to Expand District-wide Instructional Professional Development

#### **SCHOOL GOAL #1:**

Increase the impact of instruction on learning for all students through a focus on the consistent use of research-based effective instructional practices aligned to Common Core Standards and leverage staff development on best practices in identified areas of need. We will support the implementation of various programs with fidelity and through vertical and grade level collaboration. Our focus will include: listening, comprehension, writing, math fluency, positive student interaction/voice and embedding technology across the curriculum.

#### **Data Used to Form this Goal:**

Surveys and feedback from staff and parents; student achievement data

#### **Findings from the Analysis of this Data:**

There is a need for teachers to synthesize the "content and process" aspects of both learning and instruction as they relate to the structure of assessment, specifically SBAC. To ensure mastery of Common Core Standards, teachers will need to comprehend and convey through their instruction deeper levels of understanding embedded within Target Claims, Depth of Knowledge, Habits of Mind, and ELA Capacities. To this end, formal structures for collaboration will need to continue.

#### **How the School will Evaluate the Progress of this Goal:**

In addition to data analysis (benchmarks, multiple measures, Jiji reports, AR reports), we will reflect on the following questions:

What evidence do we have that students demonstrate mastery of higher level thinking as well as the transfer and application of skills?

What evidence do we have that students demonstrate the 5 C's - creativity, collaboration, communication, critical thinking, and citizenship - within their work and across the curriculum?

What evidence do we have that there is an alignment of practices and policies?

What evidence do we have that we have implemented programs with fidelity and that our work, together and with students, focus on the areas of need?

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement district and school-wide programs fidelity with all students and communicate progress to parents (ST Math/Music, AR, PE, etc.)	2017-2018	all teachers/principal	Fund the renewal of Accelerated Reader	4000-4999: Books And Supplies	LCFF - Supplemental	89.00
					General Fund	635.00
Implement PBIS system focused on Success Pyramid	2017-18	principal, teachers	books and supplies	4000-4999: Books And Supplies	General Fund	100.00
Continue to refine the implementation of first best instruction in classrooms	2017-2018	district office, principal, teachers	Release time for collaboration	1000-1999: Certificated Personnel Salaries	General Fund	500.00
			Provide needed supplemental materials and supplies	4000-4999: Books And Supplies	General Fund	515.00
Provide staff development opportunities focused on Common Core, math fluency, Number Talks,, data analysis, math/language arts instruction, differentiation, STEM and technology integration (Implement monthly focus.)	2017-2018	principal, teachers	Release time for collaboration	1000-1999: Certificated Personnel Salaries	General Fund	900.00
			Conferences and training (PBL, STEM, Factwise)	5000-5999: Services And Other Operating Expenditures	General Fund	2500.00
					LCFF - Supplemental	1576.00
					General Fund	1088.00
Provide informational texts for students within the classroom and library	2017-2018	principal/classroom teachers, library/media clerk	Subscription to Time for Kids	4000-4999: Books And Supplies	Donations	2224.35
			Subscription to Scholastic News	4000-4999: Books And Supplies	Donations	568.92
Provide materials/books for the library media center	2017-2018	principal/library media technician	Purchase additional books, magazines and other materials for the library media center	4000-4999: Books And Supplies	General Fund	2000.00
Implement Student Council Program for students in grades 3-5	2017-2018	principal/student council advisors/classroom teachers	Stipend for advisors	1000-1999: Certificated Personnel Salaries	General Fund	1730.00
			Materials for student council	4000-4999: Books And Supplies	Donations	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Complete kindergarten assessments prior to school starting	August 2017	principal and kindergarten teachers	Stipend	1000-1999: Certificated Personnel Salaries	General Fund	1500.00
Utilize reports within ST Math, AR, and Illuminate to improve communication with parents about student progress	2017-2018	principal and all teachers	Materials/Copy costs	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
Purchase materials to support instruction of district and school programs	2017-2018	principals and all teachers	Instructional materials for Factwise	4000-4999: Books And Supplies	LCFF - Supplemental	800.00
			Materials	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
			STEM/PBL materials	4000-4999: Books And Supplies	Donations	3500.00
Provide release time for collaboration and peer observation,	2017-2018	principal and all teachers	Release time	1000-1999: Certificated Personnel Salaries	District Funded	
					Donations	1000.00

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Communication****LEA GOAL:**

Continue Implementation of Illuminate; Expand Technology Services and Devices; Improve and Streamline Communication

**SCHOOL GOAL #2:**

Increase the use of technology as a tool towards an integrated system in which technology is used to support student learning of mastery of Common Core Standards (demonstration/projects, etc.) and with teachers in their practice.

**Data Used to Form this Goal:**

Technology inventory; input and feedback from IT department, technology representatives, staff and parents; Panorama Survey (student, staff and parents)

**Findings from the Analysis of this Data:**

Assessment of practice indicates that technology use within the classrooms is expanding. To fully implement Common Core Standards, the use of technology in instruction as well as learning should be seamless. Teachers and students have need for additional training, tools, and applications based upon the activity or project in which they are engaged and standard taught.

**How the School will Evaluate the Progress of this Goal:**

Student use of technology will be a seamless method of obtaining and relating information as part of the learning process and will be developmentally appropriate for the grade level. The comfort level and integration of technology within lessons is increasing and is used to expand communication with parents and students. The following questions will be used to assist us in reflecting on our practices:

What evidence do we have that technology is an integral part of and is embedded in the mastery of Common Core Standards?

How are students using technology as a tool to communicate their personal understanding of the Common Core Standards?

How is staff using technology as a tool to promote learning and engagement, to increase understanding, and to expand communication within the school community?

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize web based programs and assessments with all students and communicate progress to parents	2017-2018	all teachers/principal	Release time to increase implementation of online assessments	1000-1999: Certificated Personnel Salaries	General Fund	800.00
					LCFF - Supplemental	200.00
Utilize math and ELA coaches to increase depth of understanding and alignment of instruction	2017-2018	principal and teachers	Release time	1000-1999: Certificated Personnel Salaries	General Fund	1000.00
			Provide materials that support alignment of standards-based instruction across the grade levels	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
Continue staff development on embedding technology across the curriculum	2017-2018	principal, all teachers	Release Time	1000-1999: Certificated Personnel Salaries		
Provide technology and support for curriculum integration	2017-2018	principal/teachers	Purchase of replacement technology	4000-4999: Books And Supplies	Donations	2000.00
			Encourage the implementation and use of technology through apps and web-based programs		Donations	2731.00
			Provide opportunities for expanding use and knowledge of apps, tech tools and other web-based applications	1000-1999: Certificated Personnel Salaries	Donations	1000.00
Increase the utilization of project based activities/learning across all grade levels	2017-2018	principal/teachers	Purchase of materials that align to project based learning	4000-4999: Books And Supplies	General Fund	700.00
			Release time	1000-1999: Certificated Personnel Salaries	Donations	500.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: Connections****LEA GOAL:**

Attendance Recovery Program; Proactive Intervention Support; Before and After School Support

**SCHOOL GOAL #3:**

Support individual student learning through the development and implementation of common and consistent intervention/enrichment opportunities in all areas and at all grade levels at the school. We will ensure that all students receive the interventions they need to make progress toward grade level standards through an aligned implementation of interventions and inclusive practices. Differentiated instruction (intervention/enrichment) will be provided by the classroom teacher through the use of the certificated PE teacher.

**Data Used to Form this Goal:**

Student achievement data, qualitative assessment data, and teacher observation

**Findings from the Analysis of this Data:**

Although students are making gains in achievement, systematic structures for data analysis must continue and be refined. The analysis should be used for reflection to inform instruction and to provide intervention or enrichment opportunities for all students. Through our collaboration with PTA, the school day has been extended through the offering of enrichment opportunities and adjustments regarding programs should continue.

**How the School will Evaluate the Progress of this Goal:**

Student achievement data will be reviewed throughout the year to monitor progress, plan intervention/enrichment opportunities, and create opportunities for reflection of student progress. The following questions will be used to reflect on our progress toward this goal:

- How are student needs being addressed within the classroom, across the grade level, and across the school?
- How are the needs of the advanced and remedial students being addressed with enrichment and intervention?
- Are we maximizing our resources to provide ample opportunities for all students to access the core curriculum and be engaged in learning?
- How are we differentiating within the classroom and with instruction to ensure that all student needs are met?
- Does classroom data show an increase in the number of students meeting grade level standards and benchmarks?

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement intervention/enrichment support programs in Language Arts and Mathematics	2017-2018	principal/teachers	Utilize district approved intervention programs	4000-4999: Books And Supplies	General Fund	500.00
			Implement enrichment/intervention program to targeted students (PBL, centers, STEAM, etc.)	1000-1999: Certificated Personnel Salaries	District Funded	1500.00
			Implement and support intervention programs for targeted students through use of small group time through PE implementation	4000-4999: Books And Supplies	General Fund	1000.00
Provide technology and support for improved communication and integration	2017-2018	principal/all teachers	Purchase apps and replacement technology	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
Implement web- based learning programs, Illuminate and other web based programs for improved communication	2017-2018	principal and teachers	see goal #1			
Support learning of students who need alternative setting for learning or who need educational support	2017-2018	all teachers/principal	Provide support to staff regarding differentiation and meeting needs of all students in general education setting	1000-1999: Certificated Personnel Salaries	General Fund	1000.00
				4000-4999: Books And Supplies	General Fund	500.00
Provide opportunities to extend learning beyond the school day	2017-2018	PTA, principal and teachers	Purchase enrichment materials for playground/classroom Participate in Class Act partnership with the Pacific Symphony	4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase attendance and other opportunities for students to be successful in school	2017-2018	principal and staff	Provide part-time Outreach Concern counselor	5800: Professional/Consulting Services And Operating Expenditures	District Funded	423.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	1,500.00
5800: Professional/Consulting Services And	District Funded	423.00
	Donations	1,000.00
	Donations	2,731.00
1000-1999: Certificated Personnel Salaries	Donations	1,500.00
4000-4999: Books And Supplies	Donations	8,493.27
	General Fund	635.00
1000-1999: Certificated Personnel Salaries	General Fund	8,518.00
4000-4999: Books And Supplies	General Fund	5,315.00
5000-5999: Services And Other Operating	General Fund	2,500.00
	LCFF - Supplemental	1,776.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,389.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	1,923.00
Donations	13,724.27
General Fund	16,968.00
LCFF - Supplemental	6,165.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	3,366.00
1000-1999: Certificated Personnel Salaries	11,518.00
4000-4999: Books And Supplies	18,197.27
5000-5999: Services And Other Operating Expenditures	2,500.00
5800: Professional/Consulting Services And Operating	423.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,926.27
Goal 2	9,931.00
Goal 3	5,923.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Jennings	X				
Michelle Africano		X			
Donna Capps		X			
Kendra Wells		X			
Brenda Greenville			X		
Cean Colcord				X	
Brian Huber				X	
Jennifer Shea				X	
Noriko Burnham				X	
Ania Watson-Kozak				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/11/17.

Attested:

Julie Jennings

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Donna Capps

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date