

SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Hayward Unified District



Lorin A. Eden Elementary

Local Board Approval Date: 06/19/2019

Schoolsite Council (SSC) Approval Date: 03/26/2019

CDS Code: 01611926001051

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Lorin Eden Mission Statement:

At Lorin Eden School, all students are valued for their uniqueness and will experience a complete academic and personal education. Collectively our school community is responsible to foster creativity, intellect, and a love of learning. Students will gain a foundation for the life-long values required for success as global citizens.

Lorin Eden Vision Statement:

Our vision is to create positive pathways of success for every student, and to prepare them for their future academic journey of learning.

Lorin Eden



Cougars

**EDEN EXECUTIVE SUMMARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT
LORIN EDEN ELEMENTARY SCHOOL
May 9, 2019**

The Lorin Eden staff is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in an 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Lorin Eden Elementary School, we have goals and actions to help us provide all students with a positive learning experience that is rigorous yet developmentally appropriate, promoted safety and responsibility and long term student success.

HUSD'S SINGLE PLAN FOR STUDENT ACHIEVEMENT

HUSD's SPSAs now follow the state template in order to be in compliance with state guidelines. Additionally, it is organized around the District's Priorities:

Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals.

Priority 2: Ensure ALL students graduate college and/or career ready.

Priority 3: To create a safe and positive school climate.

Priority 4: Engage students, families, staff and community to support student achievement and success.

Our SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:

1. ELA: All students will master the Common Core in ELA or demonstrate growth towards mastery.
2. Math: All students will master the Common Core in Math or demonstrate growth towards mastery.
3. Decrease the number of Long Term English Learners.
4. School Climate: Improve school discipline outcomes and parent engagement.
5. Attendance: Improve daily attendance to 97% average daily attendance

DATA ANALYSIS

Our SPSA includes an analysis of recent student achievement data. Attached are charts of student achievement data for our school.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS

In order to achieve the above stated goals, Lorin Eden School has set forth specific goals and related actions in our SPSA that include:

- Provide staff development to teachers and support staff to assist in the transition to English Language Arts and Math Common Core Standards
- Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.
- School wide and grade level PLC's will engage in Cycle of Inquiry around student learning and will facilitate the process for monitoring and evaluating the data.
- EL students will attend daily English Language Development (ELD) classes to improve their language development skills.
- To dramatically improve school climate through a variety of strategies, activities, initiatives, and events
- The Family Engagement Specialist will collaborate with the Principal and support staff in coordinating trainings/workshops for parents/caretakers that support success in school, discipline strategies, health and nutrition classes English Language classes and other support as deemed appropriate by parents and staff.

BUDGET

As outlined in the SPSA, the majority of Lorin Eden's supplemental funds are spent on:

- To align resources to provide extended learning opportunities for students, to develop English Language skills.
- To provide release time to allow for teacher collaboration and planning time to transition to English Language Art, and Math Common Core Standards
To provide resources to provide intervention support for targeted students and students not yet meeting proficiency.

» PURPOSE AND DESCRIPTION

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program- In addressing the Every Student Succeeds Act (ESSA) all student needs will be achieved through our LCAP State Priorities. As seen in Priority 6- School Climate- Lorin Eden students and staff actively participate in a positive proactive approach to school climate with the use of Soul Shoppe and Mindfulness techniques. In Priority 3 - Parent Involvement- Lorin Eden continues to reach out to the community through our Parent groups - SSC, PTA, ELAC and AASAI. Lorin Eden has the services of a Family Engagement Specialist and Parent Center, where parents have access to a number of activities- including computer courses, Coffee with the Principal and prepping classroom materials. Priority 2 - State Standards, Priority 4 - Pupil Achievement and Priority 5 - Pupil Engagement are addressed through our SBDM, ILT and staff PD to student academic needs and priorities.

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

- School climate- Soul Shoppe, Mindfulness techniques
- Parent groups- SSC, PTA, ELAC, AASAI, Parent Engaement Specialist- Parent Center
- Staff - SBDM, ILT, Staff PD

» STAKEHOLDER INVOLVEMENT

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

Involvement Process for the SPSA and Annual Review and Update.

The Lorin Eden process for site involvement includes the input from various stakeholders: staff-both classified and certificated, parents and students. Groups involved with the planning process of the Lorin Eden site plan : School Site Council, SBDM, ILT, ELAC, AASAI, PTA, Staff meetings and Student Council. Meetings are held throughout the year, often on a monthly basis. Lorin Eden values the input from all stakeholders and uses it to the benefit of all Lorin Eden students, staff and community members.

» RESOURCE INEQUITIES

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

- The District was unable to hire an ELL Specialist for Lorin Eden. Therefore we were unable to provide LLI- Reading Intervention.
- The site was only able to hire one of the two specified Intervention teachers, due to changes in Intervention teacher requirements and pay scale.

Goals, Strategies, Expenditures, & Annual Review

» GOAL 1

Goal Area: English-Language Arts

Goal Title: 21st Century Success in ELA

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need:

Goal Statement:

All students will be given the tools to learn and therefore make growth towards mastery of the Common Core standards in ELA

What data did you use to form this goal (findings from data analysis)?

Data used to formulate the current goals include CAASPP scores, Fountas & Pinnell English Language Arts assessment system scores and district benchmark student achievement data. The following data charts include:

- CAASPP scores for English & Language Arts- 13% exceeded standard, 21% of students met or exceeded standard, 24% nearly met and 42% did not meet standard

Group data to be collected to measure gains:

Our site will continue to work collaboratively to improve student achievement in ELA. Staff will use a cycle of inquiry model to identify student learning goals based on assessment results, design and teach engaging teaching and learning experiences for students, evaluate student progress, reflect and refine instructional strategies as needed. Ongoing refinement based on reflective practices will continue to inform program implementation and changes as needed to support student success.

Instructional Leadership teams are essential in facilitating and identifying SMART goals.

Strategy:

Our staff and advisory teams will work collectively to evaluate, analyze data and determine specific strategies to support student academic progress. Teams will work to meet the needs of students as identified through this process. SSC and ELAC teams will advise on program changes and alignment of resources as needed based on student learning goal assessments annually.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Specific focus - include students scoring at "not met"- 42% and "nearly met"- 24% on the CAASPP ELA.

Anticipated annual growth for each group:

All students will demonstrate growth towards mastery as measured on Common Core aligned benchmark assessments and growth toward proficiency level of "met" or "exceeded" on CAASPP.

Means of evaluating progress toward this goal:

Common Core aligned benchmark assessment data, Formative and Unit Assessment data (including Fountas & Pinnell Assessment system).

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

ELA data shows that on the CAASPP- 3-6gr that 34% of the student standards were met or exceeded. This percentage is up 1%. Our Intervention/Support focus will be on the 24% of students at nearly met and the 42% not met.

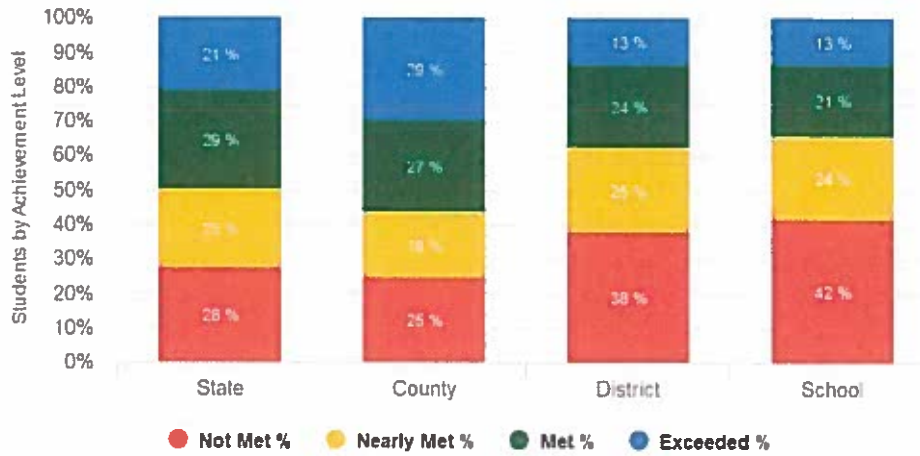
Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Instructional Leadership Teams and Professional Learning Communities (ILTs/PLCs)
- African-American Student Initiative Parent Advisory Group
- Parent Learning Groups & PTA

Actions to improve achievement to exit program improvement (if applicable).

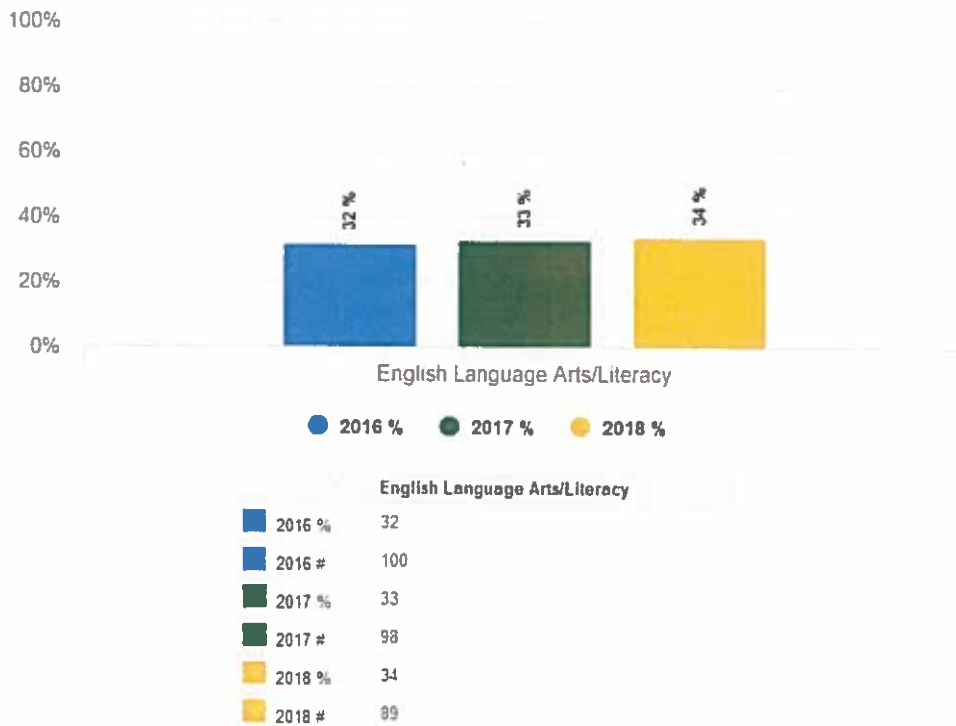
See action tasks.

Alameda County
 Hayward Unified District
 Lorin A. Eden Elementary School
 2018 - SBA - English Language Arts/Literacy - Students by proficiency level



	State	County	District	School
Not Met %	28	25	38	42
Not Met #	890 555	28 967	4 039	109
Nearly Met %	23	19	25	24
Nearly Met #	731 527	22 015	2 658	62
Met %	29	27	24	21
Met #	922 361	31 285	2 551	55
Exceeded %	21	29	13	13
Exceeded #	667 916	33 602	1 382	34

Alameda County
 Hayward Unified District
 Lorin A. Eden Elementary School
 2016 to 2018 - SBA - English Language Arts/Literacy - Students Standard Met or Exceeded



STRATEGY/ACTIVITY 1

Strategy Title: Common Core State Standards Implementation

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Staff will engage in on-going professional development opportunities based on the Common Core Instructional Framework, (CCIF) Standards-based Unit plans, Lesson Design, Balanced Literacy Strategies and Benchmark Assessments.
- Work as a staff to develop and use CCSS-based Unit Plans, Lessons and Assessments to provide quality instruction.
- Use data and Cycle of Inquiry (COI) strategies to focus instruction.
- Identify and purchase instructional teaching tools (i.e. student text materials, technology, student response materials, etc.) that promote student engagement and provide high yielding academic results.
- Provide culturally, linguistically, relevant and responsive instructional strategies and materials to support African-American Student Achievement Initiative (AASAI).

Measures:

- Observable evidence of CCIF Standards Based Lessons, Common Core Performance Assessments & Scoring Criteria based on CCSS ELA Standards.
- Site Administrator walk-through observations and feedback
- Classroom & Library inventories to include culturally & linguistically responsive texts representing student diversity.
- Training participation rosters, agendas and notes
- Grade Level & Staff Collaboration, ILT, sign-in sheets, and notes
- Student Performance and Benchmark Assessment Data.

People Assigned:

Site Administrator
 Instructional Teaching Staff
 Instructional Leadership Team (ILT)
 Technology Teacher Leaders

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
LCFF Supplemental and Concentration Funds	Certificated Salaries-Substitute Teachers (Grade Level Release time for CCSS Instructional Planning)	\$3,240.00
LCFF Supplemental and Concentration Funds	Materials & Supplies (Supplemental materials & supplies to be used to support core curriculum)	\$1,000.00
LCFF Supplemental and Concentration Funds	Scholastic & Time magazines	\$2,000.00
LCFF Supplemental and Concentration Funds	Site Technology Licenses	\$2,000.00

STRATEGY/ACTIVITY 2

Strategy Title: **Response to Intervention**

Students to be Served by this Strategy/Activity:

Strategy/Activity:**Task:**

- Instructional Staff to provide differentiated instruction to meet the needs of students.
- As an informed staff, use assessment data to identify students needing specific strategic and intensive intervention services to accelerate their proficiency in ELA.
- Provide appropriate accommodations for students with disabilities.
- Provide resources for staffing intervention services including; intervention teachers for classroom support.
- Provide professional development/coaching for quality, first instruction for teachers, specialists and intervention teachers following the RTI model.
- Utilize Coordinated Services Team (COST) model to ensure provision of specific student needs are met, and to support

student academic development.

- Provide professional development/coaching for intervention teachers & specialists .
- Identify and purchase supplemental instructional materials for tier 2 and tier 3 intervention services.

Measures:

- CAASPP assessments and local benchmark assessments
- Student Progress Monitoring Reports
- SST meetings with staff and parents
- COST meetings
- IEP goals and academic performance progress reports

People Assigned:

- Site Administrator
- Instructional Teaching Staff
- Instructional Leadership Team (ILT)
- Intervention Teachers
- Special Education Staff
- Partner Teacher

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Intervention Cost	\$14,000.00

» GOAL 2

Goal Area: Mathematics

Goal Title: 21st Century Success in Math

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need:**Goal Statement:**

All students will master the Common Core standards in Math or demonstrate growth towards mastery.
What data did you use to form this goal (findings from data analysis)?

Data used to formulate the current goals include district benchmark and CAASPP data. The following data charts include:

- CAASPP Math data

Group data to be collected to measure gains:

Our site will continue to work collaboratively to improve student achievement in Math. Staff will use a cycle of inquiry model to identify student learning goals based on assessment results, design and teach engaging teaching and learning experiences for students, evaluate student progress, reflect and refine instructional strategies as needed. Ongoing refinement based on reflective practices will continue to inform program implementation and changes as needed to support student success. Instructional Leadership teams are essential in facilitating and identifying SMART goals.

Strategy:

Our staff and advisory teams will work collectively to analyze data and determine specific strategies to support student academic progress. Teams will be able to meet the needs of students as identified through this process. SSC and ELAC teams will advise on program changes and alignment of resources as needed based on student learning goal assessments annually.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Specific focus students include students scoring at "not met"- 43% and "nearly met"-30% levels on the Math CAASPP test.
Anticipated annual growth for each group:

All students will demonstrate growth as measured on the Common Core aligned benchmark assessments. Students to be at "met" or "exceeded" on Math portion of CAASPP.

Means of evaluating progress toward this goal:

Common Core aligned benchmark assessment data, Formative and CAASPP.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

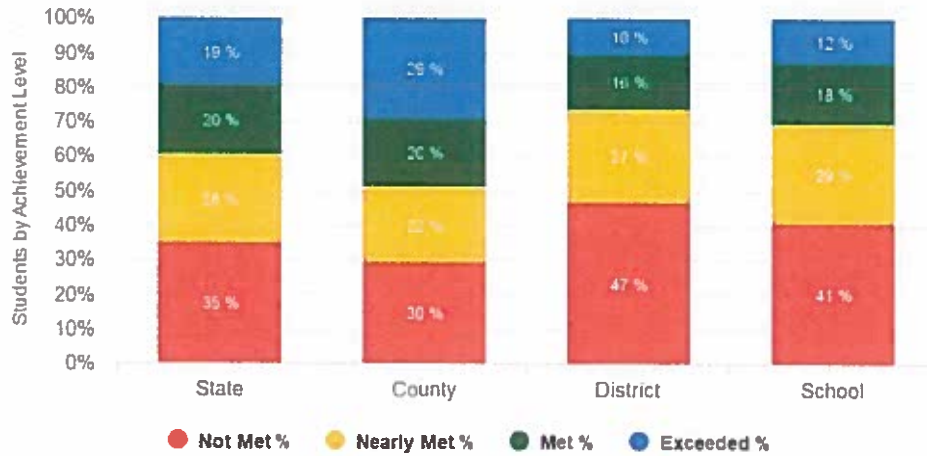
CAASPP data shows that 41% of students scored "not met" and 29% of students scored "nearly met".
Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Instructional Leadership Teams and Professional Learning Communities (ILTs/PLCs)
- African-American Student Initiative Parent Advisory Group
- Parent Learning Groups & PTA

Actions to improve achievement to exit program improvement (if applicable).

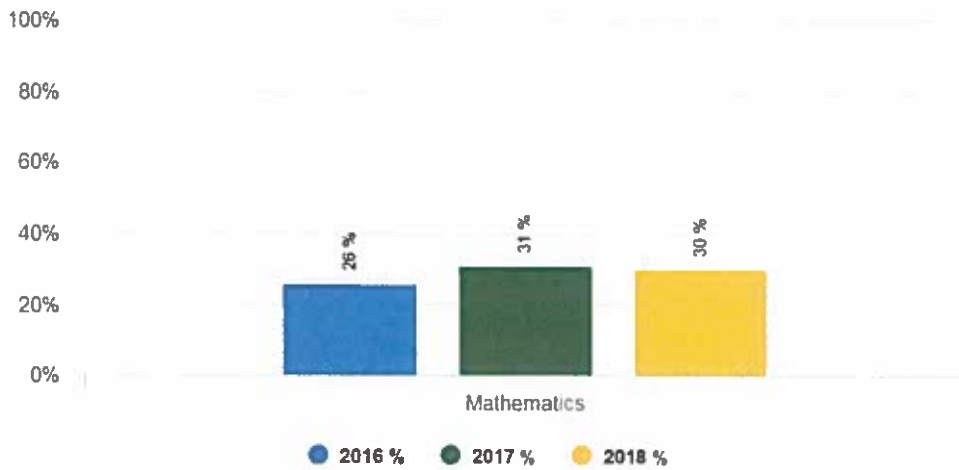
See action tasks.

Alameda County
Hayward Unified District
Lorin A. Eden Elementary School
2018 - SBA - Mathematics - Students by proficiency level



	State	County	District	School
Not Met %	35	30	47	41
Not Met #	1 115.581	34 875	5,019	107
Nearly Met %	26	22	27	29
Nearly Met #	828.718	25 576	2 883	75
Met %	20	20	16	18
Met #	637.475	23 251	1 708	47
Exceeded %	19	29	10	12
Exceeded #	605 601	33 713	1 068	31

Alameda County
 Hayward Unified District
 Lorin A. Eden Elementary School
 2016 to 2018 - SBA - Mathematics - Students Standard Met or Exceeded



Mathematics	
2016 %	26
2016 #	81
2017 %	31
2017 #	92
2018 %	30
2018 #	79

STRATEGY/ACTIVITY 1

Strategy Title: Common Core State Standards Implementation

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Staff will engage in on-going professional development opportunities based on the Common Core Instructional Framework, (CCIF) Standards-based Unit plans, Lesson Design, and Assessments
- Work as a staff to develop and use CCSS-based Unit Plans & lessons and assessments to provide quality instruction.
- Use data and Cycle of Inquiry (COI) strategies to focus instruction.
- Identify and purchase instructional teaching tools (i.e. student materials, technology, & student response materials, etc) that promote student engagement and provide high-yielding academic results.
- Provide culturally, linguistically, relevant and responsive instructional strategies and materials to support African-American Student Achievement Initiative (AASAI).

Measures:

- Observable evidence of CCIF Standards Based Lessons, Common Core Performance Assessments & Scoring Criteria based on CCSS Math Standards
- Site Administrator walk-through observations and feedback
- Classroom & Library inventories to include culturally & linguistically responsive texts representing student diversity
- Training Participation Rosters, Agendas, & notes
- Grade Level & Staff Collaboration , ILT agendas, sign-in sheets & notes
- Student Performance & Assessment Data

People Assigned:

- Site Administrator
- Instructional Teaching Staff
- Instructional Leadership Team (ILT)
- Technology Teacher Leaders
- Partner Teacher

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
LCFF Supplemental and Concentration Funds	Certificated Salaries-Substitute Teachers (Grade Level Release time for CCSS Instructional Planning)	\$3,240.00
LCFF Supplemental and Concentration Funds	Materials & Supplies (Supplemental materials & supplies to be used to support core curriculum)	\$1,546.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Site Technolgy Licenses	\$1,376.00

STRATEGY/ACTIVITY 2

Strategy Title: Response to Intervention

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Instructional Staff to provide differentiated instruction to meet the needs of students.
- Informed teachers will use assessment data (district benchmarks, classroom formative/summative data) to identify students needing specific strategic and intensive intervention services to accelerate their proficiency in Math.
- Provide appropriate accommodations for students with disabilities.
- Provide resources for staffing intervention services including; intervention teachers, and combination classroom support.
- Provide professional development/coaching for quality first instruction for teachers, specialists and intervention teachers following the RTI model.
- Utilize Coordinated Services Team (COST)/ Student Study Team (SST) model to ensure provision of specific student needs are met and to support student academic development.
- Provide professional development/coaching for intervention teachers and specialists.
- Identify and purchase supplemental instructional materials for tier 2 and 3 intervention services.

Measures:

- CCSS assessments and local benchmark assessments
- CAASPP data
- Student Progress Monitoring Reports
- IEP goals and academic performance progress reports
- Student Study Team referrals.

People Assigned:

- Site Administrator
- Instructional Teaching Staff
- Instructional Leadership Team (ILT)
- Intervention Teachers
- Special Education Staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Intervention Cost	\$14,000.00



Goal Area: English Language Development

Goal Title: 21st Century Success for English Learners

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need:

Goal Statement:

Reduce the number of long term ELs.

What data did you use to form this goal (findings from data analysis)?

ELPAC Scores

Group data to be collected to measure gains:

Instructional staff, and Language Review, and ILT teams will use the Cycle of Inquiry process to regularly to analyze student assessment data to inform instruction. ELD teachers will meet as a professional learning group to plan instructional strategies that meet the needs of all students. The goals and data analysis will be shared with advisory committees including SSC and ELAC teams for program recommendations.

Strategy:

Our staff and advisory teams will work collectively following the PLC team model using the COI process to evaluate and analyze student data. Teams will be able to meet the needs identified students through this process. SSC and ELAC teams will advise on program changes as needed based on student learning goal assessments annually.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

ELL students who have received more than 5 years of English language instruction (AMAO2) are focus students, as reported by the ELPAC annual assessment.

Anticipated annual growth for each group:

- The percentage of ELLs learning English will increase from 30% to 40% in order to move toward state defined growth expectations as measured by ELPAC.

Means of evaluating progress toward this goal:

ELPAC and ADEPT assessment data.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

EL students are expected to meet the goal of increasing their language proficiency level by at a minimum of one level . This

year, a decrease in students not making their annual growth target is a priority goal.
Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- ELL Specialists
- Instructional Leadership Team and Professional Learning Communities (ILTs/PLCs)

Actions to improve achievement to exit program improvement (if applicable).

See action tasks.

STRATEGY/ACTIVITY 1

Strategy Title: Decrease the number of Long Term ELLs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- ELL students will attend daily English Language Development (ELD) classes to improve their language development skills.
- Use of Systematic ELD instructional materials to advance students a minimum of one level of English proficiency annually.
- Regularly monitor the English language proficiency levels using ELPAC assessments.
- Align resources to provide extended learning opportunities for students to develop English language skills.

Measures:

- Annual ELPAC assessment data
- ELL Monitoring and Catch-up Plan Report Forms
- Re-classification results based on ELPAC assessment data
- Student performance on local assessments

People Assigned:

- Site Administrator
- Instructional Teaching Staff
- Instructional Leadership Teams
- ELL Specialist

» GOAL 4

Goal Area: School Climate/Parent Engagement

Goal Title: A 21st Century School Climate

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Identified Need:

Goal Statement:

100% of students will participate in a safe and healthy learning environment as measured by site survey data. Discipline data reflecting suspensions will decrease as reported on the annual SARC.

What data did you use to form this goal (findings from data analysis)?

Expulsion, suspension, referral and site survey data was used to form this goal.

Group data to be collected to measure gains:

The staff will review data results, and make program recommendations to align resources to support student growth in this area.

Strategy:

Our staff will work collectively following the Cycle of Inquiry structure. Teams will be able to meet the needs of students as identified through this process. SSC and ELAC teams will advise on program changes as needed based on student learning goal assessments annually. The site staff and students have been trained and actively use Soul Shoppe/ Positive Discipline program.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All students are focus students for this goal.

Anticipated annual growth for each group:

It is expected that 100% of the students will participate in an engaging, safe and healthy learning environment.

Means of evaluating progress toward this goal:

Expulsion, suspension, referral, site and Healthy Kids survey data will be collected to measure student achievement.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

100% of students and families have agreed to participating in engaging safe and healthy learning environment as outlined in the school's annual compact, and that the school's current suspension rate is 0% as reported by site discipline data reports.

Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Instructional Leadership Team (ILT)

- African-American Student Initiative Parent Advisory Group (AASAI)
- Parent Learning Groups & PTA

Actions to improve achievement to exit program improvement (if applicable).

See action tasks.

STRATEGY/ACTIVITY 1

Strategy Title: Improving Student Behavior Outcomes

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Align resources to provide direct student services through various programs (specifically Soul Shoppe) that support student social and emotional development.
- Utilize Student Study Teams to review student referral & systematically provide student supports as appropriate.
- Provide professional development for instructional staff on safe and inclusive practices.
- Provide culturally & linguistically responsive practices.

Measures:

- Notes from meetings
- Evidence of student performance as reported

People Assigned:

- Site Administrator
- Instructional Teaching Staff
- Support Staff including counselors and therapists
- District Safe and Inclusive Schools staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Contracted Services- Counseling	\$4,999.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Soul Shoppe- Positive Behavior Workshops	\$6,355.00

STRATEGY/ACTIVITY 2

Strategy Title: Improving Parent Engagement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Align resources to provide regular communications with parent and school community through newsletters, automated voice messaging & translated services.
- Continue to offer family support services through partnerships with outside agencies as resources allow.
- Provide Parent Engagement Activities at school to promote student achievement.

Measures:

- Parent/Student School Compact Contract
- Code of Conduct documentation
- Parent Ambassador
- School Newsletters
- Parent Education sign-in sheets, flyers and agendas

People Assigned:

- Site Administrator
- School Staff

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Title 1: Parent Allocation	Childcare, refreshments for parent meetings	\$424.00

» GOAL 5

Goal Area: Attendance

Goal Title: Ensuring Daily Attendance

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Increase average daily attendance by 1%

Identified Need:**Goal Statement:**

Our attendance goal is to increase our monthly average attendance by decreasing the number of identified students with manageable, chronic and severe chronic absences.

What data did you use to form this goal (findings from data analysis)?

Data gathered was from ADA reports generated through our attendance data collection system.

Group data to be collected to measure gains:

Data will continue to be reported weekly/monthly, and a comparative analysis of data reporting excessive absences will be provided and addressed with individual families.

Strategy:

We will continue to communicate and inform families about the negative impact of student truancy. Direct contact will be made with families and students who qualify with excessive tardies or absences. Referrals will be made to the district Child Welfare and Attendance department for a SARB if local interventions do not help improve attendance. Each trimester, attendance meetings will be conducted to support students as needed.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Students identified with severe and moderate chronic absences.

Anticipated annual growth for each group:

It is expected that students with severe and moderate chronic absences will decrease by 6%.

Means of evaluating progress toward this goal:

Daily, weekly, monthly attendance and truancy data.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?

Our current data shows that our ADA is 95.34. It is important to address this targeted population, and implement strategies to improve attendance. It is also important to address the manageable and chronic absent students with preventative support.

Which stakeholders were involved in analyzing data and developing this goal?

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Site Based Decision Making (SBDM) Team
- Child Welfare & Attendance Department
- Parent Learning Groups & PTA

Actions to improve achievement to exit program improvement (if applicable).

See action tasks.

STRATEGY/ACTIVITY 1

Strategy Title: Improving Attendance

Students to be Served by this Strategy/Activity:

Strategy/Activity:

Task:

- Analyze daily, weekly & monthly attendance reports.
- Meet with families who demonstrate chronic or severely chronic truancy behaviors.
- Use the SARB referral system for families demonstrating truant attendance behaviors.
- Provide positive reward system to recognize excellent attendance.
- Student of the Month award to include perfect attendance.

Measures:

- Monthly attendance reports
- Attendance Contracts
- Meeting notices & notes

People Assigned:

- Site Administrator
- Attendance Clerk
- Child Welfare & Attendance
- Instructional Teaching Staff

» BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$40,730.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,180.00

» OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$40,730.00	\$40,730.00
795 - LCFF Supplemental and Concentration Funds	\$13,026.00	\$13,026.00
Allocated subtotal of consolidated federal funds for this school:		\$53,756.00
Expenditure subtotal of consolidated federal funds for this school:		\$53,756.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
3010 - Title 1: Parent Allocation	\$424.00	\$424.00
Allocated subtotal of state or local funds included for this school:		\$424.00
Expenditure subtotal of state or local funds included for this school:		\$424.00
Allocated total of federal, state, and/or local funds for this school:		\$54,180.00
Expenditure total of federal, state, and/or local funds for this school:		\$54,180.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Leigh Woodmansee	Principal		03/26/2019
Kathy Gehr	Other School Staff		03/26/2019
Eric Roudabush	Classroom Teacher		03/26/2019
Ally Sermeno	Classroom Teacher		03/26/2019
Maree Mcguire	Classroom Teacher		03/26/2019
Adrienne Aguilar	Parent or Community Member		03/26/2019
Ashleigh Ambroziac	Parent or Community Member		03/26/2019
Michelle Powell	Parent or Community Member		03/26/2019
Stephanie Severs	Parent or Community Member		03/26/2019
Traci Washington	Parent or Community Member		03/26/2019

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

RECOMMENDATIONS AND ASSURANCES

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

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:

Ashleigh Ambroziac

 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 here in 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:

03/28/2019

Attested:

Leigh Woodmansee, Principal
 Typed name of School Principal


 Signature of School Principal

4-10-19
 Date

Ashleigh Ambroziac
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

4-10-19
 Date