

Single Plan for Student Achievement 2018-2019

Hillview Crest Elementary School



The Single Plan for Student Achievement 2018-2019

School: Hillview Crest Elementary School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-6101804

Principal: Jessica Lange Brar

Date of this revision: September 19, 2018

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 Consolidated Application (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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The District Governing Board approved this revision of the SPSA on November 13, 2018.



Form A: Planned Improvements in Student Performance

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 - SCHOOL GOAL: English Language Arts (ELA)

California Dashboard Academic Indicator – English: Not Applicable

By Spring of 2019, the individual student **GROWTH** percentage for 1st through 5th grades, as measured by the **Northwest Evaluation Association (NWEA) for Reading**, will improve as follows:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 4% from 66% to 70%.
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 6% from 39% to 45%.
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 5% from 36% to 41%.
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 2% from 63% to 65%.
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 11% from 49% to 60%.

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd Grade through 5th Grade, as measured by **Smarter Balanced Assessment Consortium (SBAC) for Reading**, will improve as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 39% to 44%.
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 33% to 38%.
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 35% to 40%.

By Spring of 2019, our 3rd grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 39% to 44%.
- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 39% to 44%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 5% from 20% to 25%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 8% to 13%.

By Spring of 2019, our 4th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 36% to 41%.

- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 29% to 34%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 5% from 11% to 16%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 5% from 11% to 16%.

By Spring of 2019, our 5th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Reading**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 35% to 40%.
- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 31% to 36%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 5% from 16% to 21%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 15% from 0% to 15%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
California Dashboard Indicators for ELA SBAC Data NWEA Data Report Card Data Fountas & Pinnell Reading Assessments Overall Writing Scores (as determined by District Rubrics and noted on Report Cards)	Almost all of our students grow steadily each year; in fact, their observed growth rate closely parallels the national norms. However, most of our students start with lower scores and skills, and their growth rate is not sharp enough to close the gap between their score and proficiency.	Examining school wide academic data annually with School Site Council (SSC), Instructional Leadership Team (ILT) and staff in the spring, then again with the ILT in the summer.

STRATEGIES: Align instruction and collaborate regularly with a focus on student achievement.

- All teachers (K-5) will use the same reading assessment, "Fountas & Pinnell Benchmark Assessment."
- All Grade Level Teams will create a grade level goal for reading skill growth to work toward this year, and will collaborate regularly to plan instruction and monitor progress toward the goal in a Professional Learning Community (PLC) model. They will be given a release day three times each year to assess what their students know and what they want students to know, and to plan next instructional steps to ensure all students are making progress toward reading goals.
- All grade levels will establish weekly instructional blocks that align with the grade level goal(s) and best practices in the Balanced Reading approach.
- The ILT, which includes grade level leaders and administrators, will work to establish at least one site-wide goal regarding reading growth.
- Staff and ILT meeting time will be leveraged to support professional development in reading instruction for all classroom teachers. Title I spending, and other resources, will be used primarily to support the pursuit of the site and Grade Level Team goal(s) in reading growth. The professional development will include the ELD Standards and best practices for supporting ELL.
- Classroom teachers will do a yearlong book study in Guided Reading.
- The Title I/ELL Paraprofessional will work daily in the Kindergarten classrooms, and provide weekly supports to Newcomers and Beginner English Learner (EL) students.
- Grade level teams will continue to develop parental capacity to work with students at home on sight words, foundational reading skills and comprehension (see parent engagement section).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Release Grade Level Teams for Professional Development, PLC Work and Interventions	Principal	Schedule three release days for each of the K-5 Grade Level teams, to collaborate around assessment data to norm grading, to determine which students have what skills, and to plan next steps instructionally. Teams will examine disaggregated data by subgroups. When they are not sure what the next best steps are instructionally, they will research and consult with ELD coaches, especially in how to support struggling students and English Language Learners (ELL). This includes identifying students/groups for tiered instructional interventions, planning for immediate implementation of those interventions during the school day.	\$3,600 Supplemental LCFF (2005) \$7,560 Title III (1002)
Work Day in Summer for ILT and Grade Level Teams	Principal	Hold an ILT "Retreat" meeting in August to establish our plan for professional development for the year for our school wide focus on Guided Reading. Give Grade Level Teams one day of planning using the new ELA curriculum, Wonders.	\$2,520 Supplemental LCFF (1003) \$8,600 Title I (1003)
Fountas and Pinnell Assessments	Principal	Give release time or hourly pay for teachers to have time to fully assess students reading levels three times per year.	\$11,880 Title I (1001, 1002)
Title I, ELL Paraprofessional	Principal, Assistant Principal	The Title I, ELL paraprofessional provides daily support for kindergarteners and weekly supports for Newcomer and Beginner ELL students.	\$10,098 Supplemental LCFF (1002, 1005) (Remaining Balance is funded by District)
Online Curriculum and Instructional Supports-- Subscriptions	Principal	Online subscription for all 3 rd , 4 th and 5 th Graders to Freckle [formerly "Front Row"] to give access to Common Core State Standards (CCSS) and SBAC aligned non-fiction reading materials and assessments. Whole-school access to Brain Pop science resources—non-fiction text and videos.	\$2,875 Title I (1001, 1002)
Professional Development and Instructional Materials	Principal	Supplemental instructional materials to support professional development and student academic development. Additional release days and hourly pay for select teachers to work with an administrator, experienced teacher or coach as needed.	\$4,000 Title I (2005, 4008)
Extra Planning Time for Teachers of Combination Grade Classes and Long Term Substitutes	Principal, Combo Teachers	A combination of extra hourly and release time for teachers of combination grade level classes (i.e. a combination first-second grade class). Also extra hourly pay for Long Term Substitutes to attend staff meetings and grade level collaboration.	\$3,510 Title I (2005)
Professional Conferences	Principal	Attendance at professional conferences that support staff development in curriculum and instruction best practices and supports/interventions.	\$1,200 Title I (2005)
Multi-Tiered Systems of Support (MTSS) Training for ILT Members	Principal, ILT	Substitutes for four ILT members so that they can attend the MTSS training with Alameda County and district trainers. The team will use the training to plan the further development of our site system of interventions. (One additional—fifth—ILT member is paid for by district).	\$1,980 Title I (1001, 1002, 1003)
Updates to Media Center collection (new books).	Principal, Media Specialist	New books to update our library's collection with modern, diverse and inclusive books.	\$3,000 Title I (1001)

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SECTION 2 – SCHOOL GOAL: Mathematics

California Dashboard Academic Indicator – Mathematics

- In 2017-2018, Hillview Crest Elementary (HVC) School will improve the status of the Academic Indicator in Mathematics for “English Learners” from the “Current Status” (Average Distance from Level 3) of -81.1% to - 64.8 % and “Change” (Difference Between Current Status and Prior Status)” from -3.1% to 16.22%.

By Spring of 2019, the individual student **GROWTH** percentage for kindergarten through 5th grades, as measured by the **NWEA for Mathematics**, will improve as follows:

- In 1st grade, the percentage of students meeting or exceeding their growth targets will increase by 1% from 74% to 75%.
- In 2nd grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 21% to 31%.
- In 3rd grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 31% to 41%.
- In 4th grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 39% to 49%.
- In 5th grade, the percentage of students meeting or exceeding their growth targets will increase by 10% from 59% to 69%.

By Spring 2019, the percentage of students meeting or exceeding **PROFICIENCY** in 3rd Grade through 5th Grade, as measured by **SBAC for Mathematics**, will improve as follows:

- In 3rd grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 23% to 28%.
- In 4th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 15% to 20%.
- In 5th grade, the percentage of students meeting or exceeding their proficiency will increase by 5% from 22% to 28%.

By Spring of 2019, our 3rd grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 20% to 25%.
- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 24% to 29%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 5% from 17% to 22%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

By Spring of 2019, our 4th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 15% to 20%.
- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 10% to 15%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

By Spring of 2019, our 5th grade students in the following sub groups will achieve these **PROFICIENCY** increases as measured by the **SBAC for Mathematics**:

- The percentage of African American students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Asian students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Filipino students meeting or exceeding their proficiency in reading will increase by [Not Applicable--not enough enrollment].
- The percentage of Hispanic students meeting or exceeding their proficiency in reading will increase by 5% from 15% to 20%.
- The percentage of socio-economically disadvantaged students meeting or exceeding their proficiency in reading will increase by 5% from 10% to 15%.
- The percentage of English learner students meeting or exceeding their proficiency in reading will increase by 10% from 3% to 13%.
- The percentage of students with disabilities (speech or language impairment) meeting or exceeding their proficiency in reading will increase by 10% from 0% to 10%.

<p>What data did you use to form this goal? California Dashboard Indicators for ELA NWEA Data Report Card Data Bridges Assessments</p>	<p>What were the findings from the analysis of this data? Almost all of our students grow steadily each year; in fact, their observed growth rate closely parallels the national norms. However, most of our students start with lower scores and skills, and their growth rate is not sharp enough to close the gap between their score and proficiency.</p>	<p>How will the school evaluate the progress of this goal? Examining school wide academic data annually with SSC, ILT and staff in the spring, then again with the ILT in the summer.</p>
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STRATEGIES: Align instruction and collaborate at least once per trimester with a focus on student achievement and best instructional practice in accordance with the model for an effective PLC.

- All K-5 teachers will strengthen their understandings of Bridges and NWEA assessments and how to use the data to inform instruction through professional development at staff meetings and release days.
- All Grade Level Teams (GLT's) will be released from a full day three times each year. Use release time to reflect on student achievement, set goals and plan tier 1 and tier 2 math instruction following the Professional Learning Communities (PLC) model.
- All grade levels will establish weekly instructional blocks that align with the grade level goal(s) and best practices in math instruction.
- The Math Leadership Team will continue to build their expertise in CCSS math, best practices and Bridges curriculum. They will serve as point person in their GLT for math, and facilitate the math release days.
- All teachers will incorporate ELD strategies into their math planning and instruction, and consult with the district ELD coach as appropriate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Release Grade Level Teams for Professional Development, PLC Work and Interventions	Principal	Schedule two release days for each of the K-5 Grade Level teams, to collaborate around assessment data to norm grading, to determine which students have what skills, and to plan next steps instructionally. Teams will examine disaggregated data by subgroups. When they are not sure what the next best steps are instructionally, they will research and consult with ELD coaches, especially in how to support struggling mathematicians and ELL. This includes identifying students/groups for tiered instructional interventions, planning for immediate implementation of those interventions during the school day.	\$7,200 Supplemental LCFF (2005)

Math Leadership Team (MLT) Release Time	Principal, Math Leadership Team (MLT)	Four release days for a six-teacher team, one from each grade level, to receive in-depth training and support in best practices in mathematics instruction, and Bridges. This team serves as math curriculum and instructional experts for their grade levels.	\$4,320 Title I (1003)
Online Math Skills Practice	Principal	Purchase of Freckle [formerly "Front Row"] mathematics online skill practice program for grades 4-5. Purchase of IXL Math for grades K-3.	\$5213 Title I (1001, 1002)
Supplemental Instructional Materials	Principal	Materials, supplies, books and other resources to support our classroom teachers in order to ensure access to math supplemental math supports at in class, and at home. Includes math manipulatives, books on best practices in math instruction, and other supplies such as paper clips and post-its for use in Bridges curriculum.	\$1,500 Title I (1001, 1002, 4008)
BrainPop online subscription for the whole school	Principal, Science Specialist	Science and math supplemental videos and non-fiction text aligned to the Common Core and Next Generation Science Standards.	\$2,395 Title I (1001)
Professional Development and Instructional Materials	Principal	Supplemental instructional materials to support professional development and student academic development. Additional release days and hourly pay for select teachers to work with an administrator, experienced teacher or coach as needed.	See ELA
Extra Planning Time for Teachers of Combination Grade Classes and Long Term Substitutes	Principal, Combo Teachers	A combination of extra hourly and release time for teachers of combination grade level classes (i.e. a combination first-second grade class). Also extra hourly pay for Long Term Substitutes to attend staff meetings and grade level collaboration.	See ELA
Professional Conferences	Principal	Attendance at professional conferences that support staff development in curriculum and instruction best practices and interventions.	See ELA
Multi-Tiered Systems of Support (MTSS) Training for ILT Members	Principal, ILT	Substitutes for four ILT members so that they can attend the MTSS training with Alameda County and district trainers. The team will use the training to plan the further development of our site system of interventions. (One additional—fifth—ILT member is paid for by district).	See ELA

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SECTION 3 – SCHOOL GOAL: ELL

California Dashboard Academic Indicator – ELL

- In 2017-18, HVC School will improve the English Learner Indicator "Status" from 53.5% (Very Low) to 60% (Low), and the "Change" from -3.9% (Declined) to Increase by 1.5%.

<p>What data did you use to form this goal? NWEA SBAC</p>	<p>What were the findings from the analysis of this data? Our English Language Learners are making progress and showing growth, however we need them to grow faster.</p>	<p>How will the school evaluate the progress of this goal? Having teachers identify their ELL students when analyzing student work at our release days and in staff professional development. Use that disaggregated data to plan instruction accordingly—both in designated as well as integrated ELD. Ensure that we look specifically at ELL growth when discussing class growth at during SRT rounds.</p>
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STRATEGY: Our focus for the year is for teachers to get training in the California English Language Development (ELD) standards and the English Language Proficiency Assessment for California (ELPAC), and to formalize Designated ELD time each day using our new Wonders curriculum. As we transition from the California English Language Development Test (CELDT) to the ELPAC, we use our six release days to ensure that all teachers can accurately assess students' language skills using the new proficiency levels in the standards and the ELPAC. The Director of ELD helps plan and participates in most of our site instructional planning meetings and grade level team release days. Our Title I/ELL paraprofessional will work with Kindergartners, 2nd graders and newcomers to support language development and to inventory language skills for teachers on Tier 3 interventions. One of our teachers will spend the year training as a curriculum leader in ELD, and will routinely share her learnings with our staff at staff meetings and will support teachers as often as possible.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Title I, ELL Paraprofessional	Principal, Assistant Principal	Title I, ELL paraprofessional provides daily support for kindergartners and weekly supports for Newcomer and Beginner ELL students.	See ELA
Release Grade Level Teams for Professional Development and Collaboration	Principal	Schedule two release days for each of the K-5 Grade Level teams in ELA, to collaborate around assessment data to norm grading, to determine which students have what skills, and to plan next steps instructionally. Teams will examine disaggregated data by subgroups. When they are not sure what the next best steps are instructionally, they will research and consult with ELD coach, especially in how to support struggling students ELL.	See ELA
Release Grade Level Teams for Professional Development and Collaboration	Principal	Schedule two release days for each of the K-5 Grade Level teams in Math, to collaborate around assessment data to norm grading, to determine which students have what skills, and to plan next steps instructionally. Teams will examine disaggregated data by subgroups. When they are not sure what the next best steps are instructionally, they will research and consult with ELD, especially in how to support struggling mathematicians and ELL.	See Math
Professional Conferences	Principal	Attendance at professional conferences that support staff development in curriculum and instruction best practices and interventions.	See ELA
Multi-Tiered Systems of Support (MTSS) Training for ILT Members	Principal, ILT	Substitutes for four ILT members so that they can attend the MTSS training with Alameda County and district trainers. The team will use the training to plan the further development of our site system of interventions. (One additional—fifth—ILT member is paid for by district).	See ELA

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SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard Suspension Indicator

In 2017-2018, Hillview Elementary School will improve their Suspension Indicator by:

- Students With Disabilities from Status of 8.6% "Very High" to Greater Than 0.5% to 1.0% "Low" and Change from "Increased Significantly by Greater Than 2.0%" to "Declined Significantly by 1.0% or Greater."
- African American Students from 10.6% "Very High" to Greater Than 1.0% to 3.0% "Medium" and Change from "Declined by 0.3% to less than 1.0%" to "Declined Significantly by 1.0% or Greater".
- Filipino students from 2.2% "Medium" to Greater than 0.5% to 1.0% "Low" and "Declined by 0.3% to Less Than 1.0%".
- English Language Learners from 1.3% "Medium" to Greater than 0.5% to 1.0% "Low" and Change from "Maintained Declined or Increased by Less than 0.3%" to "Declined by 0.3% to less than 1.0".

By Spring 2019, we will improve our annual student attendance rate from 94.86% to 95% average daily attendance.

By June of 2019, increase the sense of safety and connection to classroom/school community felt by students as measured by student survey results.

- On student survey question/statement: I feel safe at school, 90% of students will mark "Strongly Agree" or "Agree," up from 86% in 2018.
- On student survey question/statement: I share ideas during class discussions, 80% of students will mark "Strongly Agree" or "Agree," up from 73% in 2018.

<p>What data did you use to form this goal? Suspension Data CA Dashboard Suspension Rate Data Average Daily Attendance Data Student Survey Data</p>	<p>What were the findings from the analysis of this data? Our Kindergarten, Pre-Kindergarten and Transitional Kindergarten students are the most truant. We also have sharp increases in truancy in December and January, as well as around Spring Break. Finally, we have a high number of students/families who request Short Term Independent Studies for planned vacations, and do not always turn in the paperwork to get ADA, or to stay caught up in academics. Our school climate data show that our school is a safe place to be, and that our Social Emotional lessons and activities are working. Although in the 2017-18 school year, kindergarten and transitional kindergarten experienced an increased amount of suspensions due to causing harm or attempting to cause harm to others.</p>	<p>How will the school evaluate the progress of this goal? Monitor attendance at the end of each ADA reporting period. Monitor individual student attendance monthly. Run truancy report every 4 weeks, minimum. Monitor and report on suspension data twice each year to SSC, ILT and staff. Collect and compare student survey data each spring with SSC, ILT and staff.</p>
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STRATEGIES: Effectively use our School Social Worker to expand our restorative practices and systematic interventions. Under direction of the Principal, the School Social Worker will work with each Grade Level Team to build upon foundation of school-wide restorative practices including school wide values and expectations, community building, positive discipline strategies, and restorative language. The Assistant Principal and School Social Worker will continue to use the Playworks structured and inclusive play model at recess,

as well as continue regular training for our Campus Monitors and Noon Supervisors. Under direction of the Principal, the School Social Worker will collaborate regularly with Grade Level Teams to align and ensure delivery of weekly social-emotional skill building lessons in each class using Positive Discipline lessons, Wonder Grove lessons, and/or other social-emotional curriculum/lessons. When students do not respond to the Tier 1 supports, the School Social Worker will consult with the teacher individually to set up a system of Tier 2 interventions for the student. As needed Tier 3 supports will be discussed with COST/Site SRT.

Build upon our revised intervention, SRT, SST and COST systems for supporting students and families. Under the direction of the Principal, the Coordination of Services Team (COST) Coordinator, the School Social Worker will run weekly COST meetings in which staff and community partners receive referrals for student and family supports, jointly develop a plan for support, and assign a COST Lead for the case. Meet as a COST/Site SRT team twice per year (after the fall and winter report cards) with each general education teacher to examine student performance data, discuss each student in the class-- their strengths, any concerns, and as appropriate, strategies and plans for support and intervention. Prior to these two meetings, the teacher will examine student performance data, and have sorted their students into Tier 1, 2 and 3 students. As a COST/Site SRT, prioritize and hold SST meetings for students for whom the supports, strategies and interventions are not working.

Select ILT and COST team members will participate in the MTSS training through Alameda County (as a result of the district grant) in order to study, learn and plan a more systematic tiered intervention system for academics.

Recognize rooms with perfect attendance daily by flying "Perfect Attendance" banner and every 10 days earning class Husky Paw Print reward. Recognize students who have perfect attendance for the previous month in morning circle on the last Friday of the month by giving them a "Perfect Attendance" shiny gold sticker to wear all day, and then honoring them at the monthly Spirit and Pride Assembly later that morning. Run SARB/Tuancy letters at the beginning of each month (or more often) and then under direction of the Principal, our Outreach Facilitator will do outreach work to families of truant students including calls home, connecting with services, home visits, and referrals to Kids' Zone and/or outside services. Follow district SARB/Tuancy policies. Also, beginning in November, run reports to show students who are frequently absent for any reason, and send home letters that alert parents their child is frequently absent and reminding them how important it is for students to attend school regularly.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Provide Professional Development Playworks, Positive Discipline and restorative practices	Assistant Principal, School Social Worker	Train classified staff, especially Noon Supervisors and Campus Monitors, in restorative practices including Playworks and Positive Discipline. Ten hours (minimum) of hourly pay for Noon Supervisors and Campus Monitors for additional meetings and trainings.	\$1,000 Title I (3003)
Additional Noon Supervisors	Assistant Principal	Two additional Noon Supervisors to support recess facilitation.	\$10,901.20 Title I (3003)
Social Emotional Learning (SEL) curriculum and materials	Assistant Principal, School Social Worker	Additional Positive Discipline manuals for new staff, online subscriptions to Wonder Grove for Kinder and First Grade teachers, and other resources.	\$750 Title I (3003)
SEL Cohort of Teachers	Assistant Principal, School Social Worker	Hourly pay for a cohort of teachers to meet twice per month to discuss the SEL needs of their students, the curriculum being implemented, the success and challenges, and to support each other emotionally.	\$2,500 Title I (3003)
Intervention, SRT, COST and SST	Principal, Assistant Principal, School Social Worker	Five days of floater subs for release of each classroom teacher, twice per year, for site staff Student Resource Team (SRT) meetings. Additional floater subs for Student Success Team (SST) meetings with parents. Hourly pay for teachers as needed for after school team meetings. Tier 2 and tier 3 interventions for students are discussed, and planned out for immediate implementation at both SRT and SST meetings.	\$3000 Title I (2005, 3001, 3003)

Professional Conferences	Principal and School Social Worker	Attendance at professional conferences that support staff development in best practices and supports/interventions for behavioral health.	See ELA
Emergency Paraprofessional Support	Principal, Assistant Principal	Extra hours for paraprofessional support when student(s) present sudden behavioral needs, brought on by trauma or other triggers. Also for new enrollments who may be having difficult transitions.	\$3,000 Title I (3003)

LEA GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 5 – SCHOOL GOAL: Family Engagement

California Dashboard Academic Indicator – Family Engagement

By June of 2019, increase parent and family academic engagement as measured by spring parent survey responses.

- Parent response to the survey question/statement: The school gives me the information I need to support my child’s learning at home, 98% of parents will mark “Strongly Agree” or “Agree,” up from 96% in 2018.
- Parent response to the survey question/statement: I understand what I have to do in order to help my child be successful at school, 80% of parents will mark “Strongly Agree” or “Agree,” up from 72% in 2017 [question not listed on 2018 survey].
- Parent response to the survey question/statement: The school has high academic standards, 98% of parents will mark “Strongly Agree” or “Agree,” up from 94% in 2018.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Parent Survey Responses	Our parents consistently have higher rates of confidence in HVC than the district average, and in fact, on most questions our parents display the <i>highest</i> scores for satisfaction, engagement and safety than parents of other elementary schools in NHUSD.	Administer the parent survey each year, track and reflect upon the results each spring.

STRATEGIES: Provide multiple opportunities for parents to learn about the CCSS, SBAC testing, and the instructional materials we are using to teach to them, and how the report card is aligned to them.

- Each Grade Level Team will establish parent engagement plans in which they host grade-level parent meetings that teach parents where their child’s academic skills are at in comparison to grade level norms, and will provide them with the training and resources they need to support their child at home in building the foundational academic skills.
 - Each grade level team will have at least two Grade Level Parent Meetings to communicate with parents where their child’s skills are at, what grade level norms are, and what to do at home to support their child’s growth. First and second grade will have these meetings monthly.
- Parents will be given a Grade Level Parent Packet that explains where their child’s skills should be at in Reading, Math and Writing, the instructional strategies that will be used to teach these skills, and the growth they should expect to see over the course of the year.
- The school will host an annual Welcome Walk, Back to School Night & Fall Fair, Title I Parent Meeting, Family Literacy Night, Spring Fair and Writer’s Celebration.

- The school will also hold parent workshops as need presents on topics such as positive discipline and restorative parenting, supporting students with anxiety, nutrition, and transition to 6th grade.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Parent Engagement Meetings	Instructional Leadership Team (ILT), Grade Level Teams	For all grades, establish a plan for parent engagement meetings that cover grade level standards, foundational academic skills, student progress and how to work at home with your student.	Teacher Planning and Execution \$5,460 Title I (3002) Materials / Supplies \$2,000 Supplemental LCFF (3002)
Parent Engagement Meeting Supports	Principal, Assistant Principal	Provide childcare, translation and snacks as appropriate for Title I parent meetings, including Parent Engagement, ELAC and SSC.	Childcare \$900 Title I (3002) Snacks \$750 Site Donations (3002)
Welcome Walk	Principal	Coordinate a "Welcome Walk" the day before school opens where parents can see their child's classroom and teacher, look at campus and get connected to resources such as Free and Reduced Lunch. Hourly pay for teachers, paraprofessionals, and Outreach Facilitator.	\$810 Title I (3002)
Conferences	Principal, Teachers	Provide teachers with hourly pay to hold 1:1 parent teacher conferences with each student in their class, above and beyond the four hours that the minimum days provide.	\$4,500 Title I (3002)
Bilingual Stipend for School Secretary	School Secretary	Providing a bilingual stipend for the School Secretary for the regular communication with staff, students and family in Spanish.	\$1,150 Title I (3002)

Additional Statements

- Mentoring of teachers is provided through our coaching practices, and (for new teachers) through the District's Teacher Induction Program (BTSA).
- School site staff is responsible for implementing this SPSA to help exit program improvement, with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
- Migrant Education. The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service", the MEP identifies and targets migrant students for supplemental services such as homework tutoring, vision & dental screening, and direct academic intervention with highly qualified teachers.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>New Hire Professional Development</p> <p>Grading and Assessment Task Force and Data Days</p> <p>Rigorous Curriculum Design Teacher Teams</p>	<p>July 2018- June 2019</p>	<p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals</p> <p>Substitute Teachers and hourly</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p> <p>Substitute teachers to release teachers for writing curriculum units aligned to the CCSS.</p>	<p>\$65,000</p> <p>\$295,000</p> <p>\$29,750</p> <p>\$80,000</p> <p>\$40,000</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>

<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$76,133	<input checked="" type="checkbox"/>
	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 562	<input checked="" type="checkbox"/>
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

<input checked="" type="checkbox"/> Other federal funds – Title 1 Part A Carryover	\$ 14,563	<input checked="" type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jessica Lange Brar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Meza	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Tarantino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Selby	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natalie Klingler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Howard Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ema Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cecilia Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carina Villanueva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melissa Gamez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	N/A

⁴ EC Section 52852

Form E: 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 **(Check those that apply)**:

- | | | |
|--|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee |  | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | | Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district –Equity Council | | 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 September 19, 2018

Attested:

Jessica Lange Brar
Typed name of School Principal


Signature of School Principal

9/19/18
Date

Cecilia Flores
Typed name of SSC Member


Signature of SSC Chairperson

9/19/18
Date