

The Single Plan for Student Achievement

School: Hubbard Media Arts Academy
CDS Code: 43-69369-6046270
District: Alum Rock Union Elementary School District
Principal: Jonathan Natividad
Revision Date: November 3, 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 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:

Contact Person: Jonathan Natividad
Position: Principal
Phone Number: (408) 928-7700
Address: 1680 Foley Avenue
San Jose CA, 95122
E-mail Address: jonathan.natividad@arUSD.org

The District Governing Board approved this revision of the SPSA on December 8, 2018.

Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	10
CAASPP Results (All Students)	10
ELPAC Results	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2	20
School Goal #3	25
School Goal #4	30
School Goal #5	33
School Goal #6	36
School Goal #7	40
School Goal #8	42
Centralized Services for Planned Improvements in Student Performance	44
Centralized Service Goal #1	44
Centralized Service Goal #2	45
Centralized Service Goal #3	46
Centralized Service Goal #4	47
Centralized Service Goal #5	48
Summary of Expenditures in this Plan	49
Total Allocations and Expenditures by Funding Source	49
Total Expenditures by Object Type and Funding Source	49
Total Expenditures by Funding Source	50
Total Expenditures by Object Type	51
Total Expenditures by Goal	52
School Site Council Membership	53
Recommendations and Assurances	54

School Vision and Mission

Hubbard Media Arts Academy's Vision and Mission Statements

Vision

Hubbard Media Arts Academy students experience a rigorous, student-centered, individualized education where they learn in a culture that promotes, mindfulness, collaboration, critical thinking, communication, and creativity. Learners take ownership of their learning by setting goals, reflecting on the process, and communicating their progress toward their goals. Through personalized instruction, students will use their acquired skills to apply their learning toward solving real-world problems as agents of change.

Mission

Hubbard Media Arts Academy will prepare all students to thrive in a competitive global society.

School Profile

Hubbard students represent diverse cultural origins. Enrollment numbers include 86.8% Latinos, 6.7% Asian, 2.8% Filipino, 2.4% Native Hawaiian/Pacific Islander, 1% African American, and .4% Caucasian. Approximately 94.1% of Hubbard students are socioeconomically disadvantaged. English Learners comprise 62.5% of all students at Hubbard.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent and student surveys have been developed and will be implemented throughout the academic year to measure school climate, community/staff needs, or any other metrics used for school improvement.

Classroom Observations

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

The Principal and Assistant Principal observe classroom instruction on a frequent basis. All teachers are evaluated on a three year cycle, including multiple classroom observations. All classroom instruction is aligned with Common Core State Standards and district-adopted curriculum, including Benchmark English Language Arts, Envision math (elementary), and Study Sync and CPM math (secondary).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Hubbard follows a data-driven cycle of inquiry-approach to identify areas of improvement, set goals, and refine practices in areas of academics and school improvement. Teachers use a collaborative approach and use a planning protocol with consistency. Student achievement is carefully monitored by having student data readily available to all teachers. Currently we use different data management programs: Illuminate, Benchmark Advance, en-Vision Math, iReady, English 3D, and Data Zone; these systems are easily accessible and simple to use allowing teachers to access their students' performance data so they can compare it to school-wide, grade level, district, state, and national data to ascertain student performance data and guide their efforts to individualize instruction and /or provide differentiated instruction that is responsive to students' assessed needs as well as measure the effectiveness of their own instruction. These systems also allow administrators to assess the effectiveness of curriculum and support intervention programs. We also use authentic assessment data from project-based, inquiry-based, work-based, open-ended, and other qualitative data to ascertain gaps in student performance. The 2017-2018 Professional Development focus for this year will be on Constructing Meaning, Benchmark Advance, reviewing Best Practices in ELD, reviewing the 4C's creativity, collaboration, communication, critical thinking, guided reading, furthering our knowledge of the Common Core Standards and continuing to enhance the lessons with technology and small group instruction.

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

Teachers at Hubbard use a variety of assessment tools to monitor student progress, and inform instruction that includes:

Benchmark Level Screener Assessment
Benchmark Writing Performance Tasks
Grade-level assessments
ELPAC
Common-Core Standards Based Quizzes
i-Ready Growth Monitoring
RAZ Kids
English 3D
en-Vison Assessments
CPM mathematics assessments
StudySync assessments

Teachers use data to monitor student progress on assessments and modify instruction. The Instructional Leadership Team conducts the Results Oriented Cycle of Inquiry (ROCI), in order to develop SMART goals and specific action plans to target specific students. Collaboration topics include the planning for Small Group instruction and Grade-Level Interventions. All students have the board-approved standards-based curriculum materials in all subject areas, as evidenced by the teachers' and school-wide textbook inventory, and compliance with the Williams Act.

Staffing and Professional Development

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

All Hubbard teachers are highly qualified through teaching experience and/or successfully completing subject matter assessments as approved by the State of California in multiple subject content areas.

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

All Hubbard teachers have access to professional development opportunities. Teachers participated in the District PD this August. In addition, Hubbard staff participates in several professional development activities throughout the year. This includes professional development on the effective integration of technology, supporting English Language learners, and other trainings.

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

All staff development at Hubbard and throughout Alum Rock is aligned with California Common Core Standards, and is selected based on analysis of assessed student performance. Current professional development is literacy-based, including Constructing Meaning to support the assessed student performance needs of our English Learners.

Staff development is provided in the use of standards-aligned materials and research-based practices.

- Ongoing staff development is offered in the implementation of the Accelerated Reader and Accelerated Math Programs.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:

1. Illuminate (Data Management System)

2. Explicit Direct Instruction math lessons using whiteboards for guided practice.

3. PBIS

4. The technology component of the science curriculum

5. Cooperative Learning strategies for improving English Language Development

6. Specific components of Benchmark, (i.e. handing off, dictation, etc)

7. Constructing Meaning

8. Envision Math

9. i-Ready

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

Teaching staff has several levels of Professional Learning Communities including: Grade-Level Collaboration teams, who meet weekly and bi-weekly, to review local grade-level data, and to plan lessons, an Instructional Leadership Team who is focused on school-wide data, the development of instructional leadership skills, and building knowledge that allows to lead Grade-Level Teams. Staff meets monthly in Staff Meetings, Grade-Level Collaboration, and PDs which are focused on the progression of student needs by quarter. as well as on-site administrator support from the Principal and assistant Principal.

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

Grade-level teacher collaboration time is provided in a monthly protected-time staff meeting for each grade level to analyze data and plan instruction. Every grade level teacher comprises a Grade Level Collaboration Team. Each team leader is a member of the Instructional Leadership Team. This allows direct information and feedback to be continuous, and for staff development and transformational planning to occur in a cycle.

Teaching and Learning

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

Hubbard uses State-approved and District-adopted texts that are aligned with California Common Core Standards to support all our students in accessing grade-level texts to prepare for annual standardized assessments.

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

Hubbard's Instructional Minutes meet all State and Local mandates.

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

Grade-levels plan together in order to align their pacing, using curriculum maps provided by the district, while focusing on Common Core State Standards-based lessons. Each grade level determines leveled groupings of students, in order to specifically target appropriate interventions.

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

Teachers have standards-based instructional materials to meet the needs of all students and to ensure instructional practices align to the California Common Core State Standards.

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

All District provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

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

All teachers provide differentiation to meet the needs of all learners. Students are grouped and regrouped for instruction, based on the analyzation and disaggregation of continuous data. Teachers meet with small groups to differentiate instruction by re-teaching or pre-teaching a specific lesson, or to conduct individual assessments.

14. Research-based educational practices to raise student achievement

Hubbard continues to use "Best Practices" to raise student achievement. Some of these practices include Susana Dutro's EL Achieve with Constructing Meaning, Dr. Kate Kinsella's language approach to scaffolding for Academic English, graphic organizers, think-pair-shares, and the leveling of students during small groups.

Parental Involvement

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

Hubbard provides a wide-range of district and community resources available to assist students and to support families,

including:

- Student Study Team (SST) to address academic and behavioral needs
- School Site Council (SSC)
- School Safety Team
- Think Together (After School Program)
- Girl Scouts/Boy Scouts
- Parent Coffee Meetings
- Parent Conferences
- Parent Teacher Association (PTA)
- Community Liaison
- Health screening
- Alum Rock Counseling Center

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

Hubbard School Site Council reviews and approves all categorical funding listed in the School Plan.

Funding

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

Categorical funding provides before and after-school targeted interventions for struggling students. Funds for enhancing classroom instruction and differentiation are provided to teachers.

18. Fiscal support (EPC)

Alum Rock schools receive state and federal funding. We also fund-raise to provide for for school supplies and additional student services and field trips.

Description of Barriers and Related School Goals

Hubbard demographics include 90% socio-economically disadvantaged students, 10% students with disabilities, and approximately 60% English Learners. Each of these demographic categories presents unique learning barriers.

A majority of our students are second language learners. An obstacle for the majority of our Hubbard students is that they are still learning English as their second language, and do not have the foundational linguistic understandings and vocabulary to easily access the English curriculum. A majority of our students struggle with the academic English and unknown vocabulary that is presented in our ELA and Math curriculum. These students need more time and scaffolding of instruction to comprehend what they are reading. Students need front-loading of new concepts and vocabulary, and scaffolding of lessons, in order to be able to fully comprehend and process what they are reading about, listening to, writing and speaking.

Additionally, some of our students are classified as Long-Term English Learners, as they have not mastered the language for over five years. These students have remained at the intermediate level of English. They are fluent speakers and some fluent readers, but the challenge of writing descriptively and identifying key ideas, analyzing literature, through the nuances of literature (persuasive, inferences, analogies etc.), is a challenge as this type of English language use is not part of their daily language. Our school goals include focus on scaffolding all learning, using best practices, and specifically providing extra learning activities that will help

students identify and articulate written and spoken language; the "who, what, when, where, and how, of non-fiction text, and how to construct a written response.

To support student achievement for our English Learners and Long-Term English learners we are using the new Reading program, Benchmark Advance, to connect across disciplines inquiry and are designed to help students understand the Unit Concepts and Essential Questions through inquiry-based learning. These projects integrate reading, writing, speaking, and listening.

Hubbard also has a high need for socio-emotional support. More students are coming to school having experienced different forms of trauma that make learning, let alone coming to school difficult. With increasing numbers of cases dealing with self-harm, suicide ideation, negative self-image, or other behavioral challenges, the need for full-time on-site counseling was needed. As a TK-8th grade school, the need to get proper support staff and additional training for all staff members was needed to support the needs of our students and families.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	81	80	73	81	78	73	81	77	98.6	100	97.5
Grade 4	99	73	76	98	73	76	98	73	76	99	100	100
Grade 5	93	90	64	91	90	62	91	90	62	97.8	100	96.9
Grade 6		65	63		65	61		65	60		100	96.8
Grade 7			60			60			60			100
All Grades	266	309	343	262	309	337	262	309	335	98.5	100	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2404.0	2391.6	2376.6	15	8.64	10.39	21	20.99	18.18	26	35.80	24.68	38	34.57	46.75
Grade 4	2411.9	2429.0	2418.8	6	16.44	7.89	17	13.70	21.05	19	20.55	18.42	57	49.32	52.63
Grade 5	2492.9	2476.9	2491.3	13	12.22	19.35	31	24.44	27.42	26	28.89	20.97	30	34.44	32.26
Grade 6		2516.8	2493.2		13.85	5.00		29.23	35.00		33.85	28.33		23.08	31.67
Grade 7			2536.8			10.00			33.33			33.33			23.33
All Grades	N/A	N/A	N/A	11	12.62	10.45	23	22.01	26.27	24	29.77	24.78	42	35.60	38.51

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	7.41	15.79	42	46.91	31.58	45	45.68	52.63
Grade 4	6	9.59	9.21	39	47.95	42.11	55	42.47	48.68
Grade 5	13	12.22	22.58	49	53.33	40.32	37	34.44	37.10
Grade 6		7.69	11.67		56.92	41.67		35.38	46.67
Grade 7			13.56			47.46			38.98
All Grades	10	9.39	14.41	44	51.13	40.24	46	39.48	45.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	9.88	9.33	47	48.15	45.33	37	41.98	45.33
Grade 4	8	13.70	9.21	42	46.58	40.79	50	39.73	50.00
Grade 5	21	18.89	22.58	53	43.33	48.39	26	37.78	29.03
Grade 6		24.62	11.67		41.54	55.00		33.85	33.33
Grade 7			25.00			58.33			16.67
All Grades	15	16.50	15.02	47	44.98	48.95	38	38.51	36.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	3.70	7.89	64	80.25	59.21	22	16.05	32.89
Grade 4	3	12.33	7.89	72	57.53	72.37	24	30.14	19.74
Grade 5	12	10.00	12.90	69	68.89	62.90	19	21.11	24.19
Grade 6		9.23	5.00		75.38	66.67		15.38	28.33
Grade 7			8.47			66.10			25.42
All Grades	9	8.74	8.41	69	70.55	65.47	22	20.71	26.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	14.81	11.84	56	55.56	44.74	22	29.63	43.42
Grade 4	9	20.55	14.47	53	45.21	46.05	38	34.25	39.47
Grade 5	25	17.78	24.19	59	57.78	54.84	15	24.44	20.97
Grade 6		30.77	16.67		50.77	60.00		18.46	23.33
Grade 7			33.90			49.15			16.95
All Grades	18	20.39	19.52	56	52.75	50.45	26	26.86	30.03

Conclusions based on this data:

1. For all grades in ELA, there was a decrease in standard not met from 42% to 35.6%. There was a 1% increase in "% Above Standard" and a 6% increase in "Standard Nearly Met."
2. For all grades in ELA for Reading there was an increase in "% of standard nearly met" from 44% to 51.3%. This is with an emphasis on reading support and more exposure to a variety of text both literary and non-fiction.
3. From 5th to 6th grade, there was an increase in the number of students below standard in writing. This is an area that we need to work to support students as they transition their writing skills from primary to secondary schooling.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	81	80	74	81	80	74	81	80	100	100	100
Grade 4	99	73	76	99	73	76	99	73	76	100	100	100
Grade 5	93	88	63	92	88	62	92	88	62	98.9	100	98.4
Grade 6		65	63		65	61		65	61		100	96.8
Grade 7			60			59			59			98.3
All Grades	266	307	342	265	307	338	265	307	338	99.6	100	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2423.9	2410.8	2394.1	14	8.64	10.00	30	29.63	22.50	31	28.40	27.50	26	33.33	40.00
Grade 4	2428.3	2443.0	2429.5	4	10.96	5.26	16	13.70	13.16	39	38.36	40.79	40	36.99	40.79
Grade 5	2495.9	2483.4	2495.0	14	15.91	19.35	20	20.45	20.97	36	27.27	25.81	30	36.36	33.87
Grade 6		2479.4	2461.0		6.15	1.64		23.08	14.75		24.62	29.51		46.15	54.10
Grade 7			2561.8			28.81			28.81			16.95			25.42
All Grades	N/A	N/A	N/A	10	10.75	12.43	21	21.82	19.82	36	29.64	28.70	33	37.79	39.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	19.75	18.75	45	35.80	38.75	31	44.44	42.50
Grade 4	7	15.07	7.89	34	19.18	34.21	59	65.75	57.89
Grade 5	22	20.45	29.03	40	28.41	35.48	38	51.14	35.48
Grade 6		7.69	4.92		40.00	24.59		52.31	70.49
Grade 7			45.76			18.64			35.59
All Grades	17	16.29	20.41	39	30.62	31.07	44	53.09	48.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	13.58	12.50	51	48.15	43.75	32	38.27	43.75
Grade 4	9	12.33	10.53	47	46.58	39.47	43	41.10	50.00
Grade 5	13	18.18	16.13	47	37.50	45.16	40	44.32	38.71
Grade 6		9.23	9.84		40.00	40.98		50.77	49.18
Grade 7			30.51			45.76			23.73
All Grades	12	13.68	15.38	48	43.00	42.90	39	43.32	41.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	22.22	11.25	66	48.15	47.50	14	29.63	41.25
Grade 4	7	19.18	7.89	40	39.73	43.42	53	41.10	48.68
Grade 5	11	12.50	12.90	49	44.32	51.61	40	43.18	35.48
Grade 6		10.77	4.92		41.54	42.62		47.69	52.46
Grade 7			30.51			52.54			16.95
All Grades	12	16.29	13.02	51	43.65	47.34	37	40.07	39.64

Conclusions based on this data:

1. All grade levels experienced an increase in the "% of students Below Standard" for applying Mathematical Concepts and Procedures. It is important that we focus on cyclical review and ensure students master the concepts required of them before the year ends.
2. 6th grade experienced a drop from students that met or exceeded standards in math. This lets us know that we need to focus on the foundational skills students need to master from TK-5.
3. 4th Grade experienced a 4% increase in students who met or exceeded standards. They had a focus on basic math skills in order to get students prepared to do computational thinking with multi-step problems.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Reading/English Language Arts
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
Hubbard students TK - 7th will show improvement in reading in 2017-2018. All students will be at grade level or make 1.5 years of growth as measured by Leveled Screener or iReady Diagnostics
Data Used to Form this Goal:
iReady data ELA CAASPP data BenchMark Leveled screener
Findings from the Analysis of this Data:
School-wide achievement for ELA has plateaued for the last two years and CCSS assessment data shows students still not mastering all grade level standards. Before- and after-school ELA and math interventions, guided reading, and RAZ Kids are provided to support students to access the content during core instruction. Continuing targeted interventions will be an effective use of Title 1 funds to maintain achievement for third grade students. From third to fourth grade, student achievement bands in the "percent exceeded" and the "percent met standard" was consistent. However, there was a 20% decrease in percent standards nearly met, and a 20% increase for the "standards not met." This shows a significant drop from 3rd to 4th grade among the same cohort of students. Targeted interventions will be needed. Fifth grade increased the percent of student exceeding or meeting standards, and significantly decreased the percent of students not meeting standards. This shows a positive trend in student progress. Additional school funding will be allocated to provide targeted academic interventions to support struggling learners.
How the School will Evaluate the Progress of this Goal:
Analysis of scores on Benchmark level screener and culminating performance tasks, iReady, and AR are assessed on a regular basis. SBAC data will be available for review next year.
Strategy #1:
The school will implement a school-wide reading and writing professional development program to address the reading comprehension and writing needs of struggling readers/writers and English Learners as measured by Benchmark assessments, and by involving parents and community, using comprehensive assessment/analysis of data, providing staff development to ensure the high quality of staff at our school, providing instruction for at-risk students, increasing learning time, enhancing the learning environment, and providing students with a variety of strategies to enhance learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide parent education nights- Language Arts and Math night. 2. Hold monthly parent coffees. 3. Increase parent knowledge and involvement in student academic progress in reading and writing. 4. Facilitate school-home communication. 5. Establish parent projects for each classroom for parents to participate in related to the Common Core Standards. 6. Parent and community support through biliterate reading materials. (T3) 7. Provide extracurricular learning opportunities (field trips) outside of school to access academic knowledge. 8. Provide professional development trainings that support literacy skills. 9. Reading correlation charts to be sent home during beginning of year & conference time. 10. Hold iReady Parent Night to inform & support parents. 11. Share reports that break down skill areas students should work on.	1.(August-June) Involve parents and community in planning and implementing the school plan	Principal, Leadership Team All teachers	Materials Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I	1000 1000
1. Administer Common Core Assessments. 2. Analyze results to establish and review SMART goals. 3. Adjust instruction based on assessment results. 4. Develop weekly/monthly SMART goals. 5. Provide collaboration time for analysis of data using Little	2.(August -June) Comprehensive assessment and analysis of data.	Principal, Leadership Team All teachers	Additional time (interventions - extended)	1000-1999: Certificated Personnel Salaries	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HeroesThink Together staff. 6. Create Media Arts Plan and integrate into all content areas.						
1. Provide language arts before and/or after-school homework support and/or intervention for reinforcement of skills for students in grades TK-8. 2. Reading Buddies to partner upper and lower grades to practice reading skills	3.(August-June)	Principal, Leadership Team All teachers	Additional time: Intervention (extended duty) Materials Additional time:	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Title I Title I Supplemental/Concentration	1000 3876.63 19,000
1. 50-60 minute reading workshop implemented in most classrooms on a daily basis. 2. Purchase and utilize technology to support instruction such as RAZ Kids, Accelerated Reader. 4. Provide before- and after-school intervention for at-risk students through guided reading using RAZ Kids, Reading A-Z, and Accelerated Reader. 5. Teachers will group students based on Common Core assessment results. 6. Continue Academic Performance Assemblies. 7. Before and after school ELD Interventions to support language acquisition (T3)	4.(August-June) Provide instruction for at-risk students.	Principal, Leadership Team All teachers	Additional time: Materials Licensing agreements Materials:	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I Title I Supplemental/Concentration	4700 2000 2000 5,000
1. 50-60 minute workshop is implemented in most classrooms on a daily basis. 2. Purchasing, Implementation and instruction of writer's workshop to support language arts content standards. 3. Purchase and utilize technology to	5.(August-June) Increase learning time, enhance the learning environment, and provide students with a variety of	Principal, Leadership Team All teachers	Materials Materials Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I	1,423 10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support instruction such as RAZ Kids. 4. Provide before- and after-school intervention for at-risk students through guided reading using RAZ Kids, Reading A-Z, and Accelerated Reader. 5. Teachers will group students based on Common Core assessment results. 7. Continue Academic Performance Assemblies. 8. Before and after school ELD interventions to support language acquisition (T3)	strategies to enhance learning.					

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
Hubbard students in grades K-7th grade will complete math performance tasks and interim assessments with 80% of Hubbard students meeting their grade level Math Masters goal.
Data Used to Form this Goal:
Interim Block assessments i-Ready math EnVision performance tasks CPM math assessments xtra math fact practice
Findings from the Analysis of this Data:
<p>Third grade student assessment scores in mathematics showed solid improvement. These significant gains were noted in all mathematical areas, including Concepts and Procedures (8% increase in students scoring above standard); Problem Solving & Modeling/Data Analysis (5% increase in students scoring above standard), and Communicating Reasoning (7% increase in students scoring above standard). Continuing targeted interventions will be an effective use of Title 1 funds to maintain achievement for third grade students.</p> <p>Fourth grade maintained percent of student exceeding standards compared to those students in third grade. However, there was a decrease in the percent of students meeting standards, and an increase in percent of students nearly meeting and not meeting standards. Fourth grade showed a modest decline in student mathematics scores (-4.4). A 3% increase in student scores in Problem Solving & Modeling/Data Analysis was balanced by declining scores in Areas that need targeted intervention to support struggling student include Concepts and Procedures, and Communicating and Reasoning. Additional funding will be allocated for these targeted interventions.</p> <p>Fifth grade students increased the percent of students exceeding standards, and decreased the percent of students nearly meeting and not meeting standards. School funding will be allocated to support targeted mathematics interventions for struggling students.</p>

How the School will Evaluate the Progress of this Goal:

xtramath, enVision, and CPM assessments.

Strategy #1:

During the 2017-2018 school year, the school will implement a school-wide mathematics program to address the mathematics learning needs of struggling students and English Learners as measured by interim assessment, curriculum assessments, and district benchmark assessments, using comprehensive assessment/analysis of data, and by involving parents and community. Provide staff development to ensure the high quality of staff at our school, providing instruction for at-risk students, increasing learning time, enhancing the learning environment, and providing students with a variety of strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide parent education nights. 2. Maintain monthly parent coffees 3. Increase parent knowledge and involvement in student academic progress in math. 5. Provide parent education regarding school success and pursuing a college education. 6. Students are provided with Student Agendas to facilitate school-home communications. 7. Print and copy academic information for parents in Spanish. 8. Encourage attendance at the District's Parent University events 9. Provide professional development series that deepen teacher understanding of shifts in math practices. 10. Provide Parent iReady Info Night to inform and support students at home. 11. Share reports that break down skill areas students should be working on.	6. (August - June) Involve parents and community in planning and implementing the school plan.	All Staff	Materials	4000-4999: Books And Supplies	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Monitor Mathematics program implementation. 2. Analyze Common Core assessments. 3. Conduct instructional walkthroughs. 4. Focus teacher evaluation objectives on student achievement of the Mathematics content standards. 5. Create Media Arts Plan to create opportunities to incorporate media arts to support math.	7. (August - June) Comprehensive assessment and analysis of data.	All Staff	see ELA goal funding			
1. Review math common content standards and assessments. 2. Develop and model effective math instructional strategies for acquisition of Common Core Standards. 3. Analyze student math data to modify instruction. 4. Meet as leadership team to review TOA and ROCI cycle.	8. (August - June) Provide staff development to ensure the high quality of staff at our school.	Principal, Leadership Team	see ELA goal funding		Title I Part A: Basic Grants Low-Income and Neglected	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Meet in grade level clusters at least once per month to collaborate and share best practices. 2. Use curriculum maps charts to guide math program implementation. 3. Identify and implement school wide effective teaching strategies. 4. Provide before- and/or after-school intervention to support math skills. 5. Purchase additional supplemental materials to support the math program such as manipulative, math mats, technology licensing, etc. 6. Re-teach math concepts and skills based on student mastery. 7. Differentiate instruction as needed.	9. (August - June) Provide instruction for at-risk students.	All Staff	Additional time:	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Additional time:	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Additional time	1000-1999: Certificated Personnel Salaries		
1. Meet in grade level clusters at least once a month to collaborate. 2. Use curriculum maps to guide math program implementation. 3. Implement school wide effective teaching strategies. 4. Implement the district adopted math series, EnVision and CPM, which are aligned with Common Core standards. 5. Analyze student achievement data and apply analysis of results to instruction of content standards by providing targeted small group instruction.	10. (August - June) Increase learning time, enhance the learning environment, and provide students with a variety of strategies to enhance learning.	All Staff	See ELA goal funding			

Strategy #2:

--

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Learners
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
100% of our English Learners will improve their language proficiency by progressing at least 1 CELDT level and Hubbard will increase the number of student reclassifying to English proficient by 30 percent from last year.
Data Used to Form this Goal:
CELDT Tests from 2016-2017 (There are no fall CELDT assessments this year except for initials. Students will be taking the ELPAC in the spring.) iReady Level Screener Reading Scores
Findings from the Analysis of this Data:
Our English Language Learners have continued to make a years' growth every year for the last 3 years.
How the School will Evaluate the Progress of this Goal:
iReady, ELPAC assessment data, and ELD teacher observation by administrator and instructional coach walkthroughs

Strategy #1:
The school will initiate the phased implementation of a district-wide program, Constructing Meaning, to address the language needs of English Learners as measured by district assessments using comprehensive assessment/analysis of data, by involving parents and community, providing staff development to ensure the high quality of teaching at our school, providing instruction for at-risk students, increasing learning time, enhancing the learning environment, and providing students with a variety of strategies to enhance learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Review English Language Development Student Data with School Site Council on an annual basis. 2. Increase parent knowledge and involvement in student academic progress in English Language Development through lesson viewing and workshops during ELAC and Principal's Coffee meeting. 3. ELD Progress Report will be integrated into report cards and sent home 4. Provide parent information and learning materials in Spanish (T3). 5. Parent iReady Information Night to inform and support students at home. 6. Share iReady reports that break down skill areas students should be working on.	11. (August - June) Continue to address the language needs of our English learners.	All Staff	Additional time Materials	1000-1999: Certificated Personnel Salaries	Title I	1,000
1. Review current English Language Assessments (ELPAC) data results with all staff during Staff, grade level and leadership meetings. 2. Admins conduct "EL walk-throughs" to ensure use of EL Language Support Strategies. 3. Administer annual ELPAC testing. 4. Train and monitor student learning by using Illuminate to review data. 6. Provide professional development for all staff to help understand ELPAC testing and testing strategies 7. Before or after school EL interventions to prepare students for RFEP. (T3).	12. (August - June) Comprehensive assessment and analysis of data.	Principal Leadership Team All Staff	Additional time:	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	6,700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. All staff to receive Professional Development in systematic ELD, both designated and integrated. 2. Begin training all staff in ELD and CONSTRUCTING MEANING strategies for all content areas. 3. Staff to attend district provided in-service training in English Language Development. 4. Analyze and utilize student ELPAC data to modify instruction. 5. Create Media Arts plan to integrate into all subject areas. 6. Create media arts projects to support English Learners.	13. (August - June) Provide Staff development to ensure best teaching practices at Hubbard.	Principal Leadership Team	Additional time: Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	1,000 1,000
1. TK- 8th grade English Learning students participate in After School interventions/enrichment. 2. TK- 8th grade English Learning students participate in small group instruction during ELD time and workshop time.	14. (August - June) Provide instruction for at-risk students.	All Staff	Additional time: Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	1000 1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Initial integration of CONSTRUCTING MEANING strategies into Language Arts, Math, Social Studies and Science instruction. 2. Focused walk-throughs in ELD and CONSTRUCTING MEANING strategies. 3. Teachers will integrate technology to enhance ELD lessons through Science A-Z, Vocabulary A-Z, Read Works, and RAZ kids. 4. Differentiate instruction in all lessons according to the needs of students' CELDT levels. 5. Provide academic field trips connected to grade level standards and classroom learning in every grade. 6. Classrooms will post and communicate academic vocabulary during each lesson, within each subject, increasing student use of academic vocabulary concept development. 7. Purchase and integrate periodicals in classrooms to connect real life and academic language. 8. Before and/or after school academic language interventions. (T3). 9. Provide additional support with GLAD (Guided Language Acquisition & Design Training. 10. Provide additional support with EduProtocol training.	15. (August - June) Increase learning time, enhance the learning environment, and provide students with a variety of strategies to enhance learning.	All Staff	Additional time: Materials	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	2,000 1,000

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Students with Disabilities in Reading/Language Arts and Mathematics
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
80% of students will have made at least 1+ years growth in their reading levels based on Benchmark Leveled Screener or iReady
Data Used to Form this Goal:
iReady Diagnostic Benchmark Leveled Screener Assessment
Findings from the Analysis of this Data:
Students still need more support with attaining their reading goals.
How the School will Evaluate the Progress of this Goal:
District Assessments iReady Progress Monitoring

Strategy #1:
The school will implement a program to address the needs of students at-risk or with disabilities as measured by district assessments, by involving parents and community, using comprehensive assessment/analysis of data, providing staff development to ensure the high quality of staff at our school, providing instruction for at-risk students, increasing learning time, enhancing the learning environment, and providing students with a variety of strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide parent education nights to enhance parent involvement. 2. Send regular newsletters home to inform parents.	16. (August - June) Involve Parents and Community in	All Staff	Additional time	1000-1999: Certificated Personnel Salaries	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Provide Parent Training in literacy strategies. 4. Increase parent knowledge and involvement in student academic progress. 5. Monitor and review all IEPs to ensure goals are rigorous and connect grade level standards to students' individual learning goals. 6. iReady Parent night to inform and support students at home. 7. Share iReady reports that break down skill areas students should be working on Reading and Mathematics.	planning and implementing the school plan		Materials	4000-4999: Books And Supplies	Title I	2,000
1. RSP teacher to implement intervention curriculum. 2. Ensure IEPs address equal opportunity to the curriculum and least restrictive learning environment. 4. General Education teacher to contribute IEP goals for each student with disabilities in their classroom. 5. Assure that SWD take local assessments in Mathematics and ELA and that data is input and included in the school data review. 6. RSP classrooms will have ELA and Mathematics learning objectives posted daily. 7. Principal to perform regular classroom walkthroughs. 8. Create Media Arts Plan to create opportunities to incorporate media arts to support Reading and Mathematics.	17. (August - June) Increase learning time, enhance the learning environment, and provide students with a variety of strategies.	All Staff	Materials	4000-4999: Books And Supplies	Title I	2,000

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Highly Qualified Teachers
LEA GOAL:
By 2017-2018 all students will be taught by highly qualified teachers.
SCHOOL GOAL #5:
All teachers will be highly qualified and will continue to develop their skills.
Data Used to Form this Goal:
Formal Evaluation process. Record keeping at Human Resources Department
Findings from the Analysis of this Data:
Hubbard teachers at the school are currently highly qualified.
How the School will Evaluate the Progress of this Goal:
Formal Evaluation process. Record keeping at Human Resources Department

Strategy #1:
Collaborate with Human Resource Department to hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-Review applications and conduct interviews as needed.	1. Hire HQ teachers (August - June)	Principal/Director HR				
-Secure a mentor and submit all paperwork to New Teacher Center	2. Provide BTSA and Intern Support for new teachers (August – June)	Director, Academic Services	District funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Determine needs, contact publishers, set dates, get contracts if needed, etc. (August to June) 2. School site PDs to focus on CCSS and Constructing Meaning.	1. Provide Professional Development opportunities (August - June)	Principal/Director Academic Services/County professional development staff	District funded			
1. Support teachers through PD so they stay at our site. 2. Provide opportunities for teachers to attend conferences, professional development, and trainings to further their professional skills 3. Provide opportunities for teachers to support and help other teachers further their professional skills	1. Provide Professional Development Opportunities (August - July)	Principal, Instructional Leadership Team, All Staff	Additional Time		Title I	5,000

Strategy #2:

Provide Professional Development around pedagogy and integration of technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend Computer Using Educator (CUE) Conferences	1. September - July	Principal	Professional Development	None Specified	Title I	7000
				None Specified	Supplemental/Concentration	10,000
Share learning and present at site, district, or affiliate professional development learning opportunities	1. September - July	All Staff	Professional Development	None Specified	None Specified	
Initiate Instructional Leadership Corps model of teachers teaching teachers to build teacher efficacy and growth in teacher reflections.	1. September - July	All Staff	Professional Development	None Specified	None Specified	

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT: School Climate
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #6:
We will continue to recognize student achievement throughout the year, involve parents in school culture, and continue implementing a school-wide PBIS program.
Data Used to Form this Goal:
School Safety Plan Maintain monthly Principal's coffees. Feedback from Parents, Teachers, and Students Stakeholder survey data
Findings from the Analysis of this Data:
Our school continues to feel safe. Parents, teachers, and students feel welcomed, accepted, and comfortable in our school environment. We will encourage feedback from families and students.
How the School will Evaluate the Progress of this Goal:
School administrators will encourage feedback from parents and families, which may include a school climate survey, or other tool.

Strategy #1:
Hubbard leadership team will identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety. We will encourage student leadership opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.Increase parent knowledge and involvement in school climate through ELAC, SSC, and Principal's	All Staff	19. (August - June) Involve Parents and	See ELA goal funding			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coffee Meetings. 2. Utilize newsletter, marquee and parent link to regularly communicate with the community. 3. Establish process for parents and community members to be able to volunteer. 4. Participation in ELAC/SSC/SPARC/PTA committees. 5. Work with Low Income parents to off-set fees associated with the volunteer process. 6. Work with organizations in securing donations for low income Hubbard students to provide student with uniforms, backpacks and school supplies.		Community in planning and implementing the school plan				
1. Review and analyze safety plan data annually and as-needed. 2. Hold routine safety drills for fire, earthquake safety. 3. Hold disaster drills for earthquake (fall - Shakeout) and active shooter (spring). 4. Review and update safety plan goals for the school year. 5. Review PBIS program implementation plan monthly during staff meetings.	Principal Leadership Team Safety Committee School Site Council PBIS team	20. (August - June) Comprehensive assessment and analysis of data.	Additional time: Materials:	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I Title I	2,000 2,000
1. Provide staff with professional development focused on classroom management aligned with school-wide positive behavior plan. 2. Review and assess school-wide positive behavior plan. 3. Hold assemblies to review school-wide positive behavior plan and Reach One Alliance program	All Staff	21. (August - June) Provide Staff development to ensure positive classroom management	See ELA goal funding			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
expectations for students and staff.						
1. Have student coach work with student with defiance issues and anger management issues on pull out basis. 2. Use SST process to create awareness, give support and create behavior contracts 3. Monitor office referrals to improve school-wide positive behavior plan program for the repeat offenders.	Principal School Site Council PBIS team Student coach	22. (August - June) Provide support for poor behavior students.	Additional time:	1000-1999: Certificated Personnel Salaries	Title I	10,000
1. Teachers will incorporate PBIS practices into their classrooms. 2. Incorporate the Reach One Alliance program to support positive student behavior weekly. 3. Work collaboratively with Think Together program for full implementation of PBIS behavior program. 4. Establish a lunchtime reading club for students to increase reading time. 5. Acknowledge all students during awards assembly throughout the year. 6. Use Poster Maker and Laminater for materials to review and practice positive procedures and expectations review 7. Enhance safety and learning through color-coded student gear. 8. Implement Little Heroes program to support students' academic development. 9. Integrate Reach One Alliance Program	All Staff	23. (August - June) Increase learning time, enhance the learning environment, and provide students with a variety of strategies to enhance learning and positive behavior choices.	Additional time: Additional time:	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Title I Title I Supplemental/Concentration	15,000 27,000 15,000

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2018-June 2019	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2018-June 2019	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2018-June 2019	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2018-June 2019	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2018-June 2019	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2018-June 2019	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2018-June 2019	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	112,999.63	0.00
Supplemental/Concentration	55,700.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	30,700.00
5800: Professional/Consulting Services And	Supplemental/Concentration	15,000.00
None Specified	Supplemental/Concentration	10,000.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	69,700.00
4000-4999: Books And Supplies	Title I	29,299.63
5800: Professional/Consulting Services And	Title I	2,000.00
None Specified	Title I	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	55,700.00
Title I	112,999.63

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	100,400.00
4000-4999: Books And Supplies	29,299.63
5800: Professional/Consulting Services And Operating	17,000.00
None Specified	17,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,999.63
Goal 2	3,000.00
Goal 3	14,700.00
Goal 4	6,000.00
Goal 5	22,000.00
Goal 6	71,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jonathan Natividad	X				
Audrey Diaz		X			
Sharine Hasbun		X			
Danielle Letts		X			
Lydia Stinson			X		
Nancy Solis				X	
Maria De La Luz Rodriguez				X	
Amalia				X	
Yenny Navarro				X	
Barbara Cedillo				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 08, 2017.

Attested:

Jonathan Natividad

Typed Name of School Principal

Signature of School Principal

Date

Nancy Solis

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date