

2018 – 2019
Single Plan for Student Achievement
Union Hill Charter Elementary School
(TK – 6th Grade)



May 21, 2018

The Single Plan for Student Achievement

School: Union Hill Charter Elementary School

District: Union Hill School District

County-District School (CDS) Code:
Union Hill Charter Elementary School 29664076027197

Principal: Joe Limov

Date of this revision: May 21, 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:

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Position: Principal

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The District Governing Board approved this revision of the SPSA on June 12, 2018



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Form A: Planned Improvements in Student Performance: Transitional Kindergarten – 2nd Grade Math

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL #1: TK – 2nd grade students will meet or nearly meet standards on local mathematics measures at the following levels:

TK = 80% K = 90% 1st = 72% 2nd = 71%

SCHOOL GOAL #1: TK – 2nd grade students will meet or nearly meet standards on local mathematics measures at the following levels:

TK = 80% K = 90% 1st = 72% 2nd = 71%

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?
<p>Curriculum embedded module assessments from new math curriculum</p> <p>Staff Input on Progress made on LCAP</p> <p>CAASPP Interim Block Assessments</p> <p>STAR Math</p> <p>Site Council Parent Survey</p>	<p><u>Transitional Kindergarten:</u> Counting, number recognition and number sense are a challenge for below grade level transitional kindergarten students. Early identification of learning gaps in math and early intervention are a priority.</p> <p><u>Kindergarten:</u> Number recognition and number sense are a challenge for below grade level kindergarten students. Students need to know number sense and math facts up to 5.</p> <p><u>1st Grade:</u> Below grade level students are not learning numbers to 20 including identification, number sense and writing the numbers. Students need to know number sense and math facts up to 10. Count to 100 by ones and tens. Simple problem solving and critical thinking skills are lacking.</p> <p><u>2nd Grade:</u> Basic math facts are lacking for below grade level students. Students need to know number sense and math facts up to 20.</p>	<p>Curriculum embedded module assessments from new math curriculum</p> <p>Site Council Parent Survey</p>

STRATEGIES: Through use of CCSS math curriculum, assessment, professional development, implementation of support personnel, support programs and technology resources in line with the Common Core State Standards the following percent of students will be at or above grade level in math at the TK – 2nd grade levels during 2018 – 2019:

TK = 80% K = 90% 1st = 72% 2nd = 71%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in TK – 2 portion)
1) Implement with fidelity the HMH GO Math curriculum.	Teachers and Administration	Instruct all units with fidelity for the K – 2 nd Grade GO Math (18-19 version) curriculum.	\$ 46,895
2) Parent Education night for GO Math curriculum.	Administration and Teachers	Provide an overview of curriculum demonstrating the parent support materials that are available.	\$ 166
3) Early identification through assessment for TK – 2 students.	Teachers and Administration	Use assessments to determine if students are meeting standards.	\$ 600
4) Develop strategies for underperforming students in TK – 2 through teacher collaboration time.	Teachers and Administration	Evaluate mid-module and end of module assessments and use data to design short and long term intervention for low performing students.	\$ 12,450
5) Implement Universal Design for Learning (UDL) strategies to increase engagement.	Director of Student Services and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost
6) Redeploy staff and regroup students for RTI Tier II in smaller student groups.	Teachers and Administration	Plan for Response to Intervention support by regrouping students at each grade level.	No cost - Teacher redeployment

<p>7) Implement and evaluate common assessments to evaluate progress towards CAASPP rigor.</p>	<p>Teachers and Administration</p>	<p>Develop and implement an assessment schedule using STAR Math and curriculum embedded assessments to determine progress towards meeting Common Core rigorous standards. Use collaboration time to evaluate data.</p>	<p>\$ 7581</p>
<p>8) Teaching and Learning Committee will research and plan for training for effective intervention and enrichment strategies.</p>	<p>Teachers and Administration</p>	<p>Time and funds provided for training of staff to learn effective math intervention and enrichment strategies. Develop and provide to parents math resources to help them work with their students on adopted math curriculum.</p>	<p>\$ 1245</p>
<p>9) Professional development for new math program.</p>	<p>Teachers and Administration</p>	<p>Professional development training provided through newly adopted publisher. Time and funds provided for training of staff to learn effective math intervention and enrichment strategies.</p>	<p>\$ 2822</p>
<p>10) After school math support for underperforming students.</p>	<p>Teachers and Administration</p>	<p>Begin After School Math (ADD) program to meet needs of struggling students.</p>	<p>\$ 3757</p>
<p>11) Tech resources for implementation of Math CCSS.</p>	<p>Teachers and Administration</p>	<p>Enhance technology use. Use of STAR Math as a math support tool. Minimum of six computers per class for K - 2nd grade. Add additional chromebooks</p>	<p>STAR Math \$ 3615 Donation for chromebooks = \$30,500</p>
<p>12) Provide beginning teacher support.</p>	<p>Administration</p>	<p>New teachers will be enrolled in BTSA and will receive support and mentoring from administration and grade level team members.</p>	<p>\$ 9500</p>
<p>13) Provide after school tutorial assistance to students who are struggling.</p>	<p>Administration, School Counselor, Media Center Coordinator</p>	<p>Oversee volunteers who work with students on math after school in the Media Center.</p>	<p>\$ 4530</p>

14) 100% of all math teachers Highly Qualified per state standards.	Teachers and Administration	Guarantee that all classroom teachers will be Highly Qualified per state standards.	No cost
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Form A: Planned Improvements in Student Performance: 3rd – 6th Grade Math

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL # 2: Third – sixth grade students grade level proficient on the SBAC math assessment will meet or exceed: 3rd = 64% 4th = 47% 5th = 56% 6th = 49%
SCHOOL GOAL # 2: Third – sixth grade students grade level proficient on the SBAC math assessment will meet or exceed: 3rd = 64% 4th = 47% 5th = 56% 6th = 49%

What data did you use to form this goal? Curriculum embedded module assessments from Eureka Curriculum (TK – 8) CAASPP 2017 Scores (3 – 8) Staff Input on Progress made on LCAP Site Council Parent Survey	What were the findings from the analysis of this data? <u>3rd Grade</u> – Struggling students need assistance with basic math facts (-, +, ÷, x) and problem solving for grade level skills. <u>4th Grade</u> - Struggling students need assistance with basic math facts (-, +, ÷, x) for grade level skills. <u>5th Grade</u> - Struggling students need assistance with basic math facts (-, +, ÷, x) for grade level skills. <u>6th Grade</u> – Students continue to need reinforcement in basic operations through one-on-one assistance. Real world applications will increase math engagement and math logic. Need a common core math textbook.	How will the school evaluate the progress of this goal? Curriculum embedded module assessments (TK – 8) Use of Smarter Balanced Assessment, Smarter Balanced Interim Assessments and Smarter Balanced Interim Block assessment results. CAASPP 2018 Scores (3 – 8) Site Council Parent Survey
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STRATEGY: Through use of CCSS math curriculum, assessment, professional development, implementation of support personnel, support programs and technology resources in line with the Common Core State Standards the following percent of students will be at or above grade level in math at the 3rd – 6th grade levels during 2018 – 2019:
 3rd = 64% 4th = 47% 5th = 56% 6th = 49%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in 4 – 6 portion)
1) Implement with fidelity the HMH GO Math curriculum.	Teachers and Administration	Instruct all units with fidelity for the 3 rd – 6 th Grade math (18-19 version) curriculum.	\$ 46,895
2) Parent Education night for math curriculum.	Administration and Teachers	Provide an overview of curriculum demonstrating the parent support materials that are available.	\$ 166
3) Heterogeneous math grouping of students.	Teachers and Administration	3 rd – 5 th Grades will have heterogeneous math groups during main instruction allowing all students full exposure to the complete curriculum. Sixth grade will have homogenous math grouping.	\$6997
4) Develop strategies for underperforming students in 3 – 6 grade using teacher collaboration time.	Teachers and Administration	Determine foundational skills that are missing and address with previous level lessons or supplementary materials.	\$ 12,450
5) Implement Universal Design for Learning (UDL) strategies to increase engagement.	Administration and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost

6) Professional development for new math program.	Teachers and Administration	Professional development training provided through newly adopted publisher. Time and funds provided for training of staff to learn effective math intervention and enrichment strategies.	\$ 2822
7) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	Teachers and Administration	Develop and implement an assessment schedule using STAR Math and the CAASPP Block assessments to determine progress towards meeting Common Core rigorous standards. Use collaboration time to evaluate data.	\$ 7580
8) After school math support for underperforming students.	Teachers and Administration	Begin After School Math (ADD) program to meet needs of struggling students.	\$ 3758
9) Tech resources for implementation of Math CCSS.	Teachers and Administration	Six chromebooks available in 3 rd grade classrooms for STAR Math subscriptions, as well as other online resources. Chromecarts available to 1 st – 6 th grade classrooms.	\$ STAR Math \$ 3616 Donation for chromebooks = \$ 30,500
10) Provide beginning teacher support.	Teachers and Administration	New teachers will be enrolled in BTSA and receive support and mentoring from administration and grade level team members.	\$ 3800
11) Provide after school tutorial assistance to students who are struggling.	Administration, School Counselor, Media Center Coordinator	Oversee volunteers to work with students on math after school in the Media Center.	\$ 4531
12) 100% of all math teachers Highly Qualified per state standards.	Teachers and Administration	Guarantee that all classroom teachers will be Highly Qualified per state standards.	No Cost

Form A: Planned Improvements in Student Performance: Transitional Kindergarten – 2nd Grade English Language Arts

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL # 3: TK – 2nd grade students will meet or nearly meet standards on local English Language Arts measures at the following levels:				
	TK = 78%	K = 82%	1st = 86%	2nd = 73%
SCHOOL GOAL # 3: TK – 2nd grade students will meet or nearly meet standards on local English Language Arts measures at the following levels:				
	TK = 78%	K = 82%	1st = 86%	2nd = 73%

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?
ELA Local Measurement of Progress Staff Input on Progress made on LCAP UHLAP Reading Assessment STAR Reading Site Council Parent Survey	Transitional Kindergarten and Kindergarten – Oral language, phonemic awareness, letter recognition and beginning writing are a challenge for below grade students. Early identification of learning gaps in English Language arts needs is a priority. 1st – 2nd Grade – Reading fluency and reading comprehension are key areas of weakness for struggling students. 2nd Grade – Reading comprehension and finding evidence in text are two areas that challenge second graders.	Use of the UHLAP as an internal measure of our primary grade student progress in ELA, which qualifies students for Read to Succeed support. Feedback from parents on yearly parent survey. Use of curricular embedded assessments to determine progress. Accelerated Reader Program

STRATEGY: Through early identification, use of support programs both during the day and after school, implementation of technology resources and implementation of the CCSS ELA curriculum the following percent of students will be at or above grade level in ELA at the K – 2nd grade levels during 2018 – 2019:				
	TK = 78%	K = 82%	1st = 86%	2nd = 73%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in TK – 2 portion)
1) Early identification through assessment at 3 rd grade.	Administration and Teachers	Assess for beginning, middle and end of year. Substitute time provided for assessing students.	\$600
2) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	Teachers	Design and implement assessments for beginning, middle and end of year. Days provided for teachers to develop assessments.	\$ 7580
3) Fully implement Accelerated Reading Program	Teacher/Media Center Coordinator/Principal	Students take comprehension tests based on books read by student or adult. Incorporate other components of AR as part of assessment system.	\$ 2808 LCFF Supplemental Funding
4) Implement RAD – After school Read and Discover program.	Teachers/Resource Teacher/Teacher RAD Instructors	Reinforcement of reading skills for below grade level students. Offered first and second half of school year. Identify students using UHLAP.	\$ 7300
5) Engage Read to Succeed for most needy students.	Resource Teacher	Use UHLAP scores to place students in Read to Succeed student reading program.	\$ 50,000 - Read to Succeed instructor + SSP's
6) Implement Universal Design for Learning (UDL) strategies to increase engagement.	Administration and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost
7) Expand technology availability and use in writing opportunities and reading interest.	Teaches and Administration	Use of Google Classroom for writing, STAR Reading and Accelerated Reader for reading. Additional chromecarts for 4 th /5 th and for 1 st – 3 rd grades.	\$ 3615 Donation for chromebooks = \$30,500

8) Provide beginning teacher support.	Administration	New teachers will be enrolled in BTSA and receive support and mentoring from administration and grade level team members.	\$9500
9) Teaching and Learning Committee will research and plan for training for effective intervention and enrichment strategies.	Teaches and Administration	Time and funds provided for training of staff to learn effective ELA intervention and enrichment strategies.	\$ 1000
10) Implement RTI during ELA instruction by regrouping and redeploying resources.	Teaches and Administration	Plan for Response to Intervention support by regrouping students at each grade level.	No Cost
11) 100% of all ELA/ELD teachers Highly Qualified per state standards.	Teachers and Administration	Provide certification opportunities as needed to have all staff HQT in ELA/ELD instruction.	No cost
12) Provide English Language Learners direct support.	Teachers/Director of Student Services	Provide direct classroom support for EL students to improve fluency. Enroll in Read to Succeed and RAD programs as necessary. Move EL students up one fluency level.	No Cost

Form A: Planned Improvements in Student Performance: 3rd – 6th Grade English Language Arts

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 academic performance index and adequate yearly progress growth 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:

LEA GOAL # 4: Third – sixth grade students grade level proficient on the SBAC ELA assessment will meet or exceed:

3rd = 67% 4th = 40% 5th = 56% 6th = 59%

SCHOOL GOAL # 4: Third – sixth grade students grade level proficient on the SBAC ELA assessment will meet or exceed:

3rd = 67% 4th = 40% 5th = 56% 6th = 59%

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?
<p>Curriculum embedded assessments</p> <p>Common Grade Level Writing Assessments</p> <p>SBAC 2017 Scores</p> <p>Staff Input on Progress made on LCAP</p>	<p>3rd Grade - Reading fluency and reading comprehension, as well as finding evidence in text are areas that challenge third graders.</p> <p>4th Grade – Improve writing skills. Focus on crafting an argument into a logical essay.</p> <p>5th Grade – Improve writing skills. Improve spelling</p> <p>6th Grade – Improve reading fluency and comprehension. Provide more time for ELA.</p>	<p>Use of Smarter Balanced Assessment, Smarter Balanced Interim Assessments and Smarter Balanced Interim Block assessment results.</p> <p>CAASPP 2018 Scores (3 – 6)</p> <p>Feedback from parents on yearly parent survey.</p> <p>Use of curricular embedded assessments to determine progress.</p>

STRATEGY: Through early identification, use of support programs both during the day and after school, implementation of technology resources and implementation of the CCSS ELA curriculum the following percent of students will be at or above grade level in ELA at the 3rd – 6th grade levels during 2018 – 2019:

3rd = 67% 4th = 40% 5th = 56% 6th = 59%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in 3 – 6 portion)
<p>1) Early identification through assessment at 3rd grade.</p>	<p>Administration and Teachers</p>	<p>Assess for beginning, middle and end of year. Substitute time provided for assessing students.</p>	<p>\$ 300</p>
<p>2) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.</p>	<p>Teachers and Administration</p>	<p>Design and implement assessments for beginning, middle and end of year. Days provided for teachers to develop assessments.</p>	<p>\$ 7581</p>

3) Fully implement Accelerated Reading Program at 3 rd grade	Teacher/Media Center Coordinator/Principal	Students take comprehension tests based on books read by student or adult. Incorporate other components of AR as part of assessment system.	\$ 3615
4) Develop leveled reading groups within classroom.	Teachers and Administration	Use existing leveled readers that are part of Journey's curriculum to challenge students at their reading level.	No cost – part of program
5) Implement After school Read and Discover program.	Teachers/Resource Teacher/Teacher RAD Instructors	Reinforcement of reading skills for below grade level students. Offered first and second half of school year. Identify students using UHLAP.	\$ 3761
6) Engage Read to Succeed for most needy students at 3 rd grade.	Resource Teacher	Use UHLAP scores to place students in Read to Succeed student reading program.	\$ 25,000- Read to Succeed instructor + SSP's
7) Implement Universal Design for Learning (UDL) strategies to increase engagement.	Administration and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost
8) Implement RTI during ELA instruction by regrouping students.	Teachers and Administration	Plan for Response to Intervention support by regrouping students within classes.	No Cost
9) Expand technology availability and use in writing opportunities and reading interest.	Teachers and Administration	Use of Google Classroom for writing, Reading Eggs, Reading Eggspress and Accelerated Reader for reading. Additional chromebooks for 1 st – 3 rd and 4 th – 5 th grade.	\$ 3615 Donation for chromebooks = \$30,500
10) Provide beginning teacher support.	Administration	New teachers will be enrolled in BTSA and receive support and mentoring from administration and grade level team members.	\$9500

11) 100% of all ELA/ELD teachers Highly Qualified per state standards.	Teachers and Administration	Provide certification opportunities as needed to have all staff HQT in ELA/ELD instruction.	No cost
12) Provide English Language Learners direct support.	Teachers/Director of Student Services	Provide direct classroom support for EL students to improve fluency. Move EL students up one fluency level.	No Cost

Character Education and School Climate Goal

LEA GOAL # 5: Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

SCHOOL GOAL # 5: Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

<p>What data did you use to form this goal?</p> <p>Site Council Parent Survey</p> <p>Student Surveys</p> <p>Staff Input on Progress made on LCAP</p> <p>Student council officers meeting with principal</p> <p>Evaluation of program by Bearcat of Character Committee, who meet bimonthly throughout the school year.</p> <p>Attendance Data</p>	<p>What were the findings from the analysis of this data?</p> <p>Greater engagement in the Bearcat of Character program by all students and staff will improve school climate and morale.</p> <p>Greater engagement in the Bearcat of Character program by all students will improve the academic performance of our students.</p> <p>Greater engagement in the Bearcat of Character program by all students will reduce negative student interactions on the Union Hill campus.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Evaluation of the 2017-2018 Site Council survey, staff input and student input will help measure our progress toward our goal.</p> <p>Bimonthly Bearcat of Character Committee meetings to evaluate progress.</p> <p>Attendance Data</p>
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STRATEGIES: Union Hill School will implement, reinforce, and communicate a schedule of activities that reinforce the qualities and attributes we wish to see in a strong Bearcat of Character student and strong Professional Bearcat of Character staff member.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in TK – 6 portion)
1) Yearly schedule of activities sent to staff at start of year	B of C Committee	Send out current yearly schedule of activities to staff to provide feedback for updated list of B of C activities.	No cost
2) Monthly update of activities sent out with a challenge to specific grade levels to do the optional B of C activities.	Teachers and B of C Committee	Send out with Principal Weekly E-mail with the next months B of C activities.	No cost
3) Communicate via Bearcat Weekly Bulletin the B of C activities.	Office Staff	Office staff will insert B of C activities into Weekly Bearcat Bulletin as they come up on the calendar.	No cost
4) Focus on the positive aspects of B of C Program	School Counselor, Teachers and Administration	Continued use of positive and affirming language (Bearcat of Character Traits) when working with all students.	\$ 111,082 (counselor and psychologist)
5) Continue Nurtured Heart practices with all students.	All Staff	Reinforce Nurtured Heart practices using our staff trainers.	No cost
6) Bring clarity to and reinforce school rules, boundaries and expectations around behavior.	All Staff	Clear expectations and consequences around the rules in the Union Hill Code of Conduct.	No cost
7) Full time Board Certified Behavioral Analyst (BCBA) with Registered Behavioral Technician support team	Director of Student Services	BCBA works closely with classroom teachers to design behavior programs for highly disruptive students. Programs supported by Registered Behavior Therapists.	County pays for BCBA \$62,880 (3 RBT's salary) \$2334 (RBT Training)

8) Implement Second Step social-emotional learning at K - 5.	K – 5 Staff	Evidence based Second Step social-emotional learning program will be implemented weekly in each class grades Kindergarten through fifth.	No cost in 18-19
9) Promote Growth Mindset with all staff, students and parents.	B of C Team, administration, teachers, students and parents	Provide trainings and share resources in promoting a positive growth environment for all those involved in the education of our students.	\$2000
10) Continue to enhance the Professional Bearcat of Character program by adding SSP's, office and support staff to the recognition process.	Principal/Teachers/ SSP's/office staff	Include all Union Hill School Staff in the Professional Bearcat of Character Program.	No cost
11) Continued implementation of counseling programs for all students.	School Counselor	Social groups, individual counseling, crisis counseling, Club Live, Kindness Crew and many other programs provided by the school counselor sustain a positive school culture where all our students thrive.	\$ 72991 (Salary) Counselor Budget \$ 5000
12) Maintain zero violations as reported on the Williams Act quarterly audit.	All Staff	All staff will be proactive in working with students and families to resolve questions and concerns when they arise.	No Cost
13) Decrease chronic absenteeism by 1%	Administration, teachers, office staff and parents.	Continue to have positive motivators, such as our partnership with Horace Mann Companies, to encourage students to maintain positive attendance.	No Cost and increase in funding to school based on improved attendance.
14) Increase in parent and student participation, including parents and students of unduplicated students and students with special needs in B of C monthly activities.	Administration, teachers, counselor, B of C Committee	Publicize activities and directly invite/involve students and their families to participate in activities that connect students to the school (i.e. Club Live, B of C Assemblies, Lego Club, after school sports)	No Cost

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support the site program goals 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 # 1: TK – 2nd grade students will meet or nearly meet standards on local mathematics measures at the following levels:

TK = 80% K = 90% 1st = 72% 2nd = 71%

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 (itemize for each source)
1) Implement with fidelity the adopted math curriculum.	9/18 - 6/19	Textbooks	\$ 46,895	Curriculum
2) Parent Education night for math curriculum.	9/18 - 6/19	Staff stipend	\$ 166	LCFF Supp.
3) Early identification through assessment for TK – 2 students.	9/18 - 6/19	Teacher Collaboration Time Cost	\$600	LCFF Supp.
4) Develop strategies for underperforming students in TK – 2 through teacher collaboration time.	9/18 - 6/19	Teacher Collaboration Time Cost	\$12,450	LCFF Supp.
5) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18 - 6/19	None	No Cost	None
6) Redeploy staff and regroup students for RTI Tier II in smaller student groups.	9/18 - 6/19	None	No Cost	None
7) Implement and evaluate common assessments to evaluate progress towards CAASPP rigor.	9/18 - 6/19	None	No Cost	LCFF Supp.
8) Implement and evaluate common assessments to evaluate progress towards CAASPP rigor.	9/18 - 6/19	Staff stipend	\$7581	LCFF Supp.

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.

9) Teaching and Learning Committee will research and plan for training for effective intervention and enrichment strategies.	9/18 - 6/19	Teacher Collaboration Time Cost	\$1245	LCFF Supp.
10) Professional development for new math program.	9/18 - 6/19	Textbook Adoption	\$ 2822	Textbook Adoption
11) After school math support for underperforming students.	9/18 - 6/19	RTI Level 2	\$3757	LCFF Supp.
12) Tech resources for implementation of Math CCSS.	9/18 - 6/19	Curriculum	\$3615 Donation \$30,500	LCFF Supp. Donation
13) Provide beginning teacher support.	9/18 - 6/19	BTSA	\$9500	LCFF Supp.
14) Provide after school tutorial assistance to students who are struggling.	9/18 - 6/19	Media Center Salary	\$4530	LCFF Supp.

School Goal # 2: Third – sixth grade students grade level proficient on the SBAC math assessment will meet or exceed:

3rd = 64% 4th = 47% 5th = 56% 6th = 49%

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Implement with fidelity the adopted math curriculum.	9/18 - 6/19	Textbooks	\$46,895	Curriculum
2) Parent Education night for math curriculum.	9/18 - 6/19	Staff stipend	\$166	LCFF Supp.
3) Heterogeneous math grouping of students.	9/18 - 6/19	Salary/Benefits	\$6997	Gen Fund
4) Develop strategies for underperforming students in 3 – 6 grade using collab. time.	9/18 - 6/19	Teacher Collaboration Time Cost	\$12,450	LCFF Supp.

³ 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.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

5) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18 - 6/19	No Cost	No Cost	None
6) Professional development for new math program.	9/18 - 6/19	Professional Development Funds	\$2822	Textbook Adoption
7) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	9/18 - 6/19	Staff stipend	\$7580	LCFF Supp.
8) After school math support for underperforming students.	9/18 - 6/19	RTI Level 2	\$3758	LCFF Supp.
9) Tech resources for implementation of Math CCSS.	9/18 - 6/19	Curriculum	\$3616 Donation \$30,500	LCFF Supp. Donation
10) Provide beginning teacher support.	9/18 - 6/19	BTSA	\$3800 per teacher	Educator Effectiveness Funding
11) Provide after school tutorial assistance to students who are struggling.	9/18 - 6/19	Media Center Salary	\$4531	LCFF Supp.
12) 100% of all math teachers Highly Qualified per state standards.	9/18 - 6/19	All teachers appropriately credentialed.	No Cost	None

School Goal # 3: TK – 2nd grade students will meet or nearly meet standards on local English Language Arts measures at the following levels:

TK = 78% K = 82% 1st = 86% 2nd = 73%

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Early identification through assessment.	9/18 - 6/19	Substitutes for UHLAP Testing	\$600	LCFF Supp.
2) Implement and evaluate	9/18 - 6/19	Staff stipend	\$7580	LCFF Supp.

⁵ 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.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

common assessments to evaluate progress, based on CAASPP rigor.				
3) Fully implement Accelerated Reading Program	9/18 - 6/19	Accelerated Reader Program	\$2808	LCFF Supp.
4) Implement RAD – After School Read and Discover program.	9/18 - 6/19	RTI Level 2	\$7300	LCFF Supp.
5) Engage Read to Succeed for most needy students.	9/18 - 6/19	Support below level readers 1 – 3 grade	\$50,000 + SSP's	LCFF Supp.
6) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18 - 6/19	No Cost	No Cost	None
7) Expand technology availability and use in writing opportunities and reading interest.	9/18 - 6/19	Use of Google Classroom for writing, STAR Reading and Accelerated Reader for reading	\$3615 Donation \$30,000	LCFF Supp. Donation
8) Provide beginning teacher support.	9/18 - 6/19	BTSA	\$9500	LCFF Funding
9) Teaching and Learning Committee will research and plan for training for effective intervention and enrichment strategies.	9/18 - 6/19	Professional Development	\$ 1000	LCFF Funding
10) Implement RTI during ELA instruction by regrouping and redeploying resources.	9/18 - 6/19	None	No Cost	None
11) 100% of all ELA/ELD teachers Highly Qualified per state standards.	9/18 - 6/19	All teachers appropriately credentialed.	No Cost	None
12) Provide English Language Learners direct support.	9/18 - 6/19	RTI Level 2	\$13,600	LCFF Supp.

School Goal # 4: Third – sixth grade students grade level proficient on the SBAC ELA assessment will meet or exceed:

3rd = 67%4th = 40%5th = 56%6th = 59%

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Early identification through assessment at 3 rd grade.	9/18 - 6/19	Substitutes for UHLAP Testing	\$300	LCFF Supp.
2) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	9/18 - 6/19	Teacher Collaboration Time Cost	\$7581	LCFF Supp.
3) Fully implement Accelerated Reading Program at 3 rd grade	9/18 - 6/19	Technology	\$3615	LCFF Supp.
4) Develop leveled reading groups within classroom.	9/18 - 6/19	Part of textbook purchase	No Cost	None
5) Implement After school Read and Discover program.	9/18 - 6/19	RTI Level 2	\$3761	LCFF Supp.
6) Engage Read to Succeed for most needy students at 3 rd grade.	9/18 - 6/19	Support below level readers 1 – 3 grade	\$25,000 + SSP's	LCFF Supp.
7) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18 - 6/19	No Cost	No Cost	None
8) Implement RTI during ELA instruction by regrouping students.	9/18 - 6/19	No Cost	No Cost	None
9) Expand technology availability and use in writing opportunities and reading interest.	9/18 - 6/19	Subscriptions for IXL, STAR Reading and Accelerated Reader	\$3615 Donation \$30,500	LCFF Supp. Donation
10) Provide beginning teacher support.	9/18 - 6/19	Professional Development	\$9500	LCFF Funding

⁷ 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.

⁸ List the date an action will be taken, or will begin, and the date it will be completed.

11) 100% of all ELA/ELD teachers Highly Qualified per state standards.	9/18 - 6/19	None	No Cost	None
12) Provide English Language Learners direct support.	9/18 - 6/19	None	No Cost	None

School Goal # 5: Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Yearly schedule of activities sent to staff at start of year	9/18 - 6/19	None	No cost	None
2) Monthly update of activities sent out with a challenge to specific grade levels to do the optional B of C activities.	Monthly	None	No cost	None
3) Communicate via Bearcat Weekly Bulletin the B of C activities.	Weekly	None	No cost	None
4) Focus on the positive aspects of B of C Program	9/18 - 6/19	Counselor's Salary	\$111,082	LCFF Supp.
5) Continue Nurtured Heart practices with all students.	9/18 - 6/19	None	No Cost	None
6) Bring clarity to and reinforce school rules, boundaries and expectations around behavior.	9/18 - 6/19	None	No Cost	None
7) Full time BCBA with RBT support team	9/18 - 6/19	Salary/training for RBT's	\$62,880 \$2334	LCFF Supp.

⁹ 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.

¹⁰ List the date an action will be taken, or will begin, and the date it will be completed.

8) Implement Second Step social-emotional learning at K - 5.	9/18 - 6/19	No Cost	No Cost	None
9) Promote Growth Mindset with all staff, students and parents.	9/18 - 6/19	Gen Budget	\$2000	LCFF Supp.
10) Continue to enhance the Professional Bearcat of Character program by adding SSP's, office and support staff to the recognition process.	9/18 - 6/19	No Cost	No Cost	None
11) Continued implementation of counseling programs for all students.	9/18 - 6/19	Counselor's Salary	\$72,991	General Budget
12) Maintain zero violations as reported on the Williams Act quarterly audit.	9/18 - 6/19	No Cost	No Cost	None
13) Decrease chronic absenteeism by 1%	9/18 - 6/19	No Cost	No Cost	None
14) Increase in parent and student participation, including parents and students of unduplicated students and students with special needs in B of C monthly activities.	9/18 - 6/19	Donations (Horace Mann)	No Cost	None

Federal and State Funding Summary

(Values based on second interim 17-18)

(Form C from SPSA template no longer relevant, as categorical programs have been bundled into the LCFF funding formula)

LCFF Base \$ 4,381,682

LCFF Supplementary \$ 392,073

Part A Title \$ 00.00 (We do not receive Title 1 Funding)

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.¹¹ 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
Jaima Barger	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Cami Rhodes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deborah Ashton	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Kester	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaime Reeves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jil Karas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Brett Bentley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Denise Connors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Deborah Caddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Joe Limov	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	<input type="checkbox"/>

¹¹ *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)**:

- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list)
- Bearcat of Character Committee _____ Signature
- Olweus Bullying Prevention Committee _____ Signature
- Teaching-Learning Committee _____ Signature
- Technology Committee _____ Signature

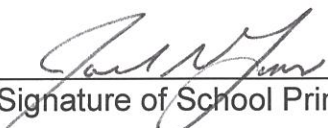
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 May 21, 2018 .

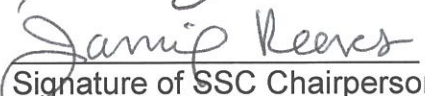
Attested:

Joseph N. Limov _____
 Typed name of School Principal


 Signature of School Principal

6/6/18
 Date

Jamie Reeves _____
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

6/7/18
 Date



