

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Hudnall	1964634 6098768	January 20, 2021	February 24, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

**Our involvement process included the following steps:**

- Bringing our current SSC group together to train them on their roles and responsibilities as an SSC member, including their importance in the development of the School Plan for Student Achievement (SPSA).
- Scheduling our SCC meetings that included working on the SPSA.
- Reviewed 19.20 plan to identify needs and evaluate the effectiveness of the plan. (Evaluation metric attached)
- Surveyed the Staff for input that information was to complete the needs assessments.
- Review school action plan and begin to align work with SPSA.
- Reviewed the student achievement data with Staff and SSC to identify strengths and weaknesses in ELA and Math.
- After the data analysis, instructional strategies, interventions and additional academic supports will be identified to include in school plan.
- Identify Title 1 allowable expenditures and align to actions identified to improve academic achievement for all students.
- Identify and outline professional learning opportunities for staff and parents that will address our academic efforts.
- Create a timeline of monitoring
- SSC approved SPSA on January 20, 2021
- All SSC members will approve SPSA to then submit for BOE approval on February 24, 2021.

# About Hudnall Elementary School

W. Claude Hudnall Elementary School, which offers TK-6 instruction, is located in Inglewood, California. It was the first school built after World War II to accommodate an influx of people into the city. Located in the central corridor of the school district, Hudnall opened in 1946 with successive additions built in 1948, 1953, 1990 and 1995. In 2003, what had been a K-5 school for several years, returned to a K-6 configuration due to the campus improvement at Crozier Middle School. In August 2006, Hudnall School resumed being a K-5 with the completion of Crozier Middle School. In 2008, Measure K major reconstruction started at Hudnall and was completed in 2009. During the 2009-10 school year, it was decided that Hudnall would return to a K-6 configuration for the next school year with the addition of sixth grade returning to the elementary campuses throughout the district. This was decided as a means to keep the Inglewood Unified School District student enrollment up.

Inglewood is an urban city with a population of more than 111,000. The school's total current enrollment is 402. Hudnall School's ethnicity indicates the following: 71% Hispanic, 24% African-American, and 5% other ethnicities. The percentage of students qualifying for free and reduced-priced breakfast and lunch is 100%. There are 141 English learners whose primary language (with the exception of five students) is Spanish. The school has 59 new kindergarten students.

All students have access to the core curriculum. They are provided a consistent California Common Core State Standards-based instructional program, which includes but is not limited to reading and language arts, math, social studies, science, health, visual and performing arts, character building, and a focus on English language development (ELD). All teachers are Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD) certified or in training to meet the unique needs of the student population.

Hudnall School received approximately \$164,205 for the 2019-20 school year in federal categorical funding (Title I and Title I Professional Development). The school meets the challenges of all students by providing services and accommodations necessary to help them succeed. Upon entry, a teacher and/or the principal assesses each student in reading and math to help determine the child's best instructional placement. In compliance with state guidelines and the District Master Plan for English learners, students whose home language is a language other than English, take the English Language Proficiency Assessments for California (ELPAC) to determine English-language fluency. An appropriate placement is made, which provides the student English language support needed to be successful in the instructional program.

## School Demographics/Profile

Hudnall has a three-tiered Response to Intervention program. Each level provides more intense support to students. Students that need more intense support are referred to the Student Study Team. The Student Success Team (SST) consists of teachers, administrators and parents. Teachers, parents or other staff members refer at-risk students to the team. Interventions that support the child's learning are discussed and implemented. The psychologist conducts a psycho-educational assessment based on the SST recommendation. These students may qualify for additional services through the resource specialist program (RSP), special day class (SDC), speech and language, adaptive physical education, occupational therapy, Spectrum or a 504 Accommodation Plan to help them become productive learners. Spectrum is a nonpublic agency that provides services to special-needs student on the severe end of the autism spectrum. Currently, we service approximately 23 RSP students, 22 SDC students and 41 students receiving speech services. Every effort is made to assist these students with disabilities in achieving their individualized educational goals. A collaborative team consisting of parents, students, teachers and administrators meets at least once a year to review the active Individual Education Plan (IEP) and the student's progress toward achieving stated benchmarks. The special education teacher reviews the goals of individual students quarterly. As IEP goals are met, new goals are established, so each student shows continuous academic growth. The RSP students participate in full inclusion and work on goals stated in

their IEP, while accessing the core curriculum. The Spectrum students participate in mainstreaming to a typical classroom setting based on the needs stated in their individual IEP. Speech and language services are provided on-site by a Los Angeles County speech pathologist.

The California Common Core Standards are the driving force the school uses to realize its vision/mission in preparing students for mastering the essential academic and social skills necessary to be productive citizens.

Hudnall School is successful because we have a tradition of choosing quality programs to implement; supplying basic and supplemental materials; utilizing a check-and-balance program to ensure teachers address content standards; and providing support for: 1. struggling students, 2. enrichment for advanced students, and 3. an environment in which stakeholders are a vital link to our success. The school enjoys multimedia capability with a computer lab, Smart Boards and computers in each class with internet accessibility.

Needs and challenges of all students are met by providing services and accommodations necessary to help them succeed. Hudnall has a support service team comprised of an instructional coach, intervention teacher, counselor, program aide and instructional aides. This team is responsible for assisting staff and students with program implementation and participation. Students with challenges are monitored closely and are provided support and modify appropriate strategies.

We have a daily intervention program for all students (TK- 6), which focuses on language arts and English language learner supports. There is a targeted after-school program designed to assist students with math in grades 2-6, and the After School Education & Safety (ASES) Program is designed to provide students with homework assistance, conflict resolution, and activities exposing students to visual and performing arts.

The key to students achieving high standards is a commitment to involving the family and community. Parents become partners with the school to help their children succeed in the classroom and at home.

It is my honor and privilege to continue to serve as the Principal of at Hudnall Elementary School. Thank you for allowing us to be a part of your child's educational journey. Hudnall Elementary School believes that there are three elements to achieve academic success: Student Willingness, Parent Support, and Teacher Excellence. We have two basic School Initiatives Advanced Via Individual Determination (AVID) and Positive Behavior, Intervention, and Supports (PBIS). Hudnall is a certified AVID school promoting college and career readiness. All of our staff is AVID trained and used teaching strategies to enhance high order thinking and questioning. Hudnall is also an award winning PBIS School in 2019 Hudnall earn the California PBIS Coalition Gold Award for Implementation of PBIS. Also in 2020 Hudnall received the California PBIS Coalition Community Cares Award for our response to COVID 19 and the school closure.

Hudnall School enjoys strong school-community partnerships with the members and businesses in the community. Students, teachers, staff, volunteers, community members, colleges and businesses have formed an alliance to ensure that strengthening of the curriculum and expanding student learning experiences are present in order for students to become productive citizens in society. Always cognizant of the school's vision/mission, we emphasize student attainment of essential skills; frequently monitor student progress; witness strong instructional leadership by the principal on a daily basis; support remedial, as well as enrichment tutoring opportunities; and continue to provide a forum for expression of academic achievement. We will continue to emphasize standards-based teaching and assessment, maintain high expectations for students and staff members, provide a variety of instructional materials for teachers and students, and offer staff development opportunities.

Below please find some of the events and programs at W. Claude Hudnall School. During COVID we strive to give the students some sense of normalcy by continuing student activities virtually.

- Advancement Via Individual Determination (AVID)
- AVID College Day

- Positive Behavioral Interventions and Supports (PBIS)
- Reading Is Fundamental
- Educational Technology: I-Ready,
- Gifted and Talented Education (GATE)
- Kindergarten Roundup
- Back-to-school night
- Black History Month Program
- High Achievement Awards Ceremony
- Title I conference
- Holiday assembly
- Red Ribbon Week
- Martin Luther King, Jr. Speech Contest
- Read Across America Day
- Cesar Chavez Art Contest
- Honor Roll assemblies
- Spelling bee
- Open House
- Science fair, Science Exploration Day
- Olympics
- Sixth grade and kindergarten promotion ceremony
- International Week

## **Goals, Strategies, & Proposed Expenditures**

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## **Goal 1 ELA**

### **ELA SBAC**

#### **Goal:**

By June 2021, as measured by CAASPP, an additional 10% of the students in grades 3-6 will have moved up one performance level.

This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with our Strategic Plan Pillar D- **(Data Informed, Effective and Efficient System).**

### **Basis for this Goal**

Current Status 36% of students - "Met" or "Exceeded" (SBAC)

76% of 3rd graders scored "Nearly Met" and "Not Met"

63% of 4th graders scored "Nearly Met" and "Not Met"

61% of 5th graders scored "Nearly Met" and "Not Met"

56% of 6th graders scored "Nearly Met" and "Not Met"

#### **I Ready ELA 2018-2019 33% of students are on or above level**

60% of Kindergarteners are 1 Level below or 2 or more levels below

49% of 1st graders are 1 Level below or 2 or more levels below

65% of 2nd graders are 1 Level below or 2 or more levels below

65% of 3rd graders are 1 Level below or 2 or more levels below

78% of 4th graders are 1 Level below or 2 or more levels below

76% of 5th graders are 1 Level below or 2 or more levels below

74% of 6th graders are 1 Level below or 2 or more levels below

#### **Subgroup Information:**

1st Grade-I Ready ELA (57 students tested)

49% (28 students) Below Level

51% (29 students) At or Above Level

3rd Grade (SBAC)-

African American- 80% "Nearly Met" and "Not Met"

20% "Met" and "Exceeded"

English Learners- 93% "Nearly Met" and "Not Met"

8% "Met" and "Exceeded"

Special Education- 100% "Nearly Met" and "Not Met"

	0%-” Met” and “Exceeded”
4th Grade(SBAC)-	
African American-	85% “Nearly Met” and “Not Met” 15% “Met” and “Exceeded”
English Learners-	93% “Nearly Met” and “Not Met” 8% “Met” and “Exceeded”
Special Education-	100% “Nearly Met” and “Not Met” 0%-” Met” and “Exceeded”
5th Grade (SBAC)-	
African American-	58% “Nearly Met” and “Not Met” 42% “Met” and “Exceeded”
English Learners-	100 % “Nearly Met” and “Not Met” 0% “Met” and “Exceeded”
Special Education-	100% “Nearly Met” and “Not Met” 0%-” Met” and “Exceeded”
ELPAC Data-	61% Not proficient (68 of 111) 39% Proficient (43 of 111)

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	36% Met or Exceeded	46% Met or Exceeded
I Ready	33% Tier 1	43% Tier 1
ELPAC	39% Proficient	49% Proficient
Dashboard gauge	Orange	Yellow

## **PLANNED STRATEGIES/ACTIVITIES**

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategies/Activities**

#### **Students to be Served**

All students will be served with a focus on African American and English Learners Students

#### **Strategies and Activities**

Implement **three** core instructional strategies in every class, every day:

Close Reading

Academic Conversations

Writing to express Understanding

45 minutes daily of English Language Development and Academic Language Development  
Instruction School-wide rotation

#### **Support Positions** (\$26,021- Goal 1 & 2=\$52,042)

Instructional aides

Program Aide

Instructional Coach (centralized service)

Intervention Coach (centralized service)

#### **Consultants/Programming** (\$9,105- Goal 1& 2=\$18,210)

Foreign Language

Coding, computer programming, web/game design, Robotics

Digital Dragons

#### **Extra duty Assignments** (\$7,636-Goal 1&2= \$14,726)

After-school Academy teachers

Afterschool Weekend or summer Professional learning opportunities

Weekend Academy teachers

#### **Professional Development** (\$11,012- Goal 1 & 2= \$22,024)

Advancement Via Individual Determination (AVID) Trainings

Standard specific Trainings and conferences

Substitutes

**Materials** (\$28,943)

Teacher Created Materials

Intervention materials

Afterschool and weekend Academy materials

Story works

Reading is Fundamental (RIF) Books

Scholastics

Ready Common Core

Standards Plus

National Geographic supplemental Literature

Technology: Chromebooks, chrome carts, LCD Projectors, Doc cams, View sonic, and associated equipment

Educational technology: IREADY, Achieve3000, Imagine Learning, or current relevant programs

**Professional Practices:**

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development.

Q2:

Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

PD Collaboration Themes:

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing cycle of inquiry and professional collaboration as a strategic practice.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

\$82717



## Goal 2-Math

### SBAC-Math

By June 2021, as measured by CAASPP, an additional 10% of the students in grades 3-6 will have moved up one performance level. This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with our Strategic Plan Pillar D- **(Data Informed, Effective and Efficient System).**

### Basis for this Goal

*Current Status:* 23% of student in Grades 3-6 scored “Met” and “Exceeded” (SBAC)

84% of 3rd graders scored “Nearly Met” and “Not Met

72% of 4th graders scored “Nearly Met” and “Not Met”

90% of 5th graders scored “Nearly Met” and “Not Met”

69% of 6th graders scored “Nearly Met” and “Not Met”

#### **I Ready Math 2018-2019 27% of students are on or above level**

67% of Kindergarteners are 1 Level below or 2 or more levels below

56% of 1st graders are 1 Level below or 2 or more levels below

74% of 2nd graders are 1 Level below or 2 or more levels below

82% of 3rd graders are 1 Level below or 2 or more levels below

74% of 4th graders are 1 Level below or 2 or more levels below

79% of 5th graders are 1 Level below or 2 or more levels below

85% of 6th graders are 1 Level below or 2 or more levels below

#### **Subgroup Information:**

1st Grade-I-Ready Math (57students tested)

56% (32 students) Below Level

44% (25 students) At or Above Level

3rd Grade (SBAC)-

African American- 89% “Nearly Met” and “Not Met”

11% “Met” and “Exceeded”

English Learners- 85% “Nearly Met” and “Not Met”

	15% "Met" and "Exceeded"
Special Education-	80% "Nearly Met" and "Not Met"
	20%- "Met" and "Exceeded"
4th Grade (SBAC)-	
African American-	83% "Nearly Met" and "Not Met"
	17% "Met" and "Exceeded"
English Learners-	90% "Nearly Met" and "Not Met"
	10% "Met" and "Exceeded"
Special Education-	100% "Nearly Met" and "Not Met"
	0%- "Met" and "Exceeded"
5th Grade-	
African American-	86% "Nearly Met" and "Not Met"
	14% "Met" and "Exceeded"
English Learners-	100% "Nearly Met" and "Not Met"
	0% "Met" and "Exceeded"
Special Education-	100% "Nearly Met" and "Not Met"
	0%- "Met" and "Exceeded"

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC	23% "Met" and "Exceeded"	35% "Met" and "Exceeded"
IREADY	27% "Met" and "Exceeded"	37% "Met" and "Exceeded"
Dashboard gauge	Orange	Yellow

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategies/Activities**

#### **Students to be Served by these Strategies/Activities**

(Identify either All Students or one or more specific student groups)

All students will be served with a focus on African American and English Learners and Students

#### Strategies/Activities

Implement **three** core instructional strategies in every class, every day:

Close Reading

## Academic Conversations

Writing to express Understanding

45 minutes daily of English Language Development and Academic Language Development  
Instruction School-wide rotation

## **Support Positions** (\$26,021- Goal 1 & 2=\$52,042)

Instructional aides

Program Aide

Instructional coach (centralized service)

Intervention teacher (centralized service)

## **Extra duty Assignments** (\$7,636-Goal 1&2= \$14,726)

After-school Academy teachers

Afterschool, Weekend, or summer Professional learning opportunities

Weekend Academy teachers

## **Consultant** (\$9105- Goal 1 & 2=\$18210)

Technology- Coding, web/game design, computer programming Robotics

Digital Dragons

## **Professional Development** (\$11,012- Goal 1 & 2= \$22,024)

Advancement Via Individual Determination (AVID) Trainings

Standard specific Trainings and conferences

## **Materials** (\$30,004)

Intervention materials

Afterschool and weekend Academy materials

Story works

Scholastic-Science spin

Ready Common Core

Standards Plus

Technology: Chromebooks, chrome carts, LCD Projectors, Doc cams, view sonic and associated equipment

Educational technology: IREADY, Achieve3000, Imagine Learning, or current relevant program

**Professional Practices:**

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development.

Q2:

Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

**PD Collaboration Themes:**

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing cycle of inquiry and professional collaboration as a strategic practice.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$83,778
Source(s)	Title 1

## Goal 3 Culture and Climate

### 4a. Attendance

By the end of the 2020-2021 school year, Hudnall Elementary School will reduce the number of chronic absences by 5 percent.

### 4b. Behavior

By the end of the 2020-2021 school year, Hudnall Elementary School will reduce Tier 2 student behavior by 5% as measured by SWIS ODR calculations.

This goal is also aligned to: LCAP Goal 3: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar A: Rigorous, Culturally Responsive Teaching and Learning

## Basis for this Goal

Chronically Absent 10.4%

Office Discipline Referrals (ODR)

**Tier 1 (83.33%) 278** Students received no ODRs and 57 students received 1 ODR

**Tier 2 (12.69%)** 51 students received 2-5 ODRs

**Tier 3 (3.98%)** 4 students received 6-8 ODRs and 12 students received 9 or more ODRs

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ODR	83%	85%
Dashboard information, suspensions,	10	5
Dashboard information on chronic absenteeism	10.4	5%

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategies/Activities**

#### **Students to be Served by this Strategies/Activities**

(Identify either All Students or one or more specific student groups)

This goal will serve all students

## Strategies/Activities

Create support groups for specific students with specific needs

Continue incentives for attendance and behavior

PBIS Events and Buzz Store

### **Support Positions**

Include elementary school counselor (centralized services)

RISE Coach (centralized services)

### **Extra duty Assignments** (\$4000)

PBIS/RISE Leadership Team

### **Professional Development** (\$15,000)

Advancement Via Individual Determination (AVID) Trainings

Standard specific Trainings and conferences

PBIS and SWIS Training

RISE Professional Development for teachers

### **Materials** (\$6,000)

Intervention materials

Paper for student incentives and reflection materials (Buzz Bucks, Awards, Journals, reflection sheets)

Poster Paper

Lamination film

### **Professional Practices:**

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L2: Culturally-relevant PD: Principal And leadership Team encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and provide ongoing culturally relevant professional development.

L7:Data-informed intervention: Principal and Leadership Team meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students' academic and behavioral intervention and enrichment to address attendance, suspensions, positive student intervention and support.

**Educational Strategies:**

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progress regarding behavior and achievement.

SP 1.2: Ensure students and teachers have genuine opportunities to express their voices and ideas in the classroom through activities that provide opportunities for equitable input and timely feedback.

L3:

Connecting with The Community: Principal and leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$25,000
Source(s)	Title 1

## Goal 4-Parent Involvement

**Parent Engagement**--By the end of the 2019-2020 school year, Hudnall Elementary school will increase the number of official volunteers to 35 consistent Volunteers.

LCAP Goal 3: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar B: Strong Relationships with Families and Community

### Basis for this Goal

Currently there were 32 official volunteers in 2018-2019.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Volunteer Log Book	32 volunteers	37 volunteers

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### **Strategies/Activities**

#### **Students to be Served by these Strategies/Activities**

(Identify either All Students or one or more specific student groups)

Strategies/Activities

#### **Support Positions**

Include elementary school counselor (centralized)

Program Aide

#### **Extra duty Assignments (\$ 3513)**

Family Night

Parent Meetings



**Professional Development (\$3000)**

Advancement Via Individual Determination (AVID) Trainings

Standard specific Trainings and conferences

PBIS Training

Parent Involvement Trainings, workshops, seminars and conferences

**Materials (\$2000)**

Paper for workshop materials

Poster Paper

Lamination film

workshop supplies (pens, markers, post it, poster paper etc.)

**Professional Practices:**

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progress regarding behavior and achievement.

L3: Connecting with The Community: Principal and leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being.

Educational

Strategies: 5.1 promote parent engagement in student learning.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$8513
Source(s)	Title 1

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

### English Language Arts

For the 2018-2019 school year there was one English Language arts related goal to address the need of all grades and subgroups. In an effort to provide support for this goal. A 30 minute daily English Language Development (ELD) and Academic Language Development (ALD) intervention block was implemented with a focus on key instructional strategies: AVID Strategies, Glad Strategies, close reading, and cross curricular academic language development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall there was 4% growth in the area of English Language Arts school-wide. Only 40% of students achieved at or above the standard on the IREADY ELA (K-2 grade) and CAASPP (3-6 grade) assessments which was far below the goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 funds were spent on three areas for this goal: Support Positions, Materials, and Equipment. Support Positions were the Instructional aides and Program Aide. These costs have increased due to benefits. The Supplemental Materials and intervention curriculum were purchased to support students achieving below standard. We are now monitoring our balances and expenditures throughout the school year, where  $\frac{1}{2}$  should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 30 minute daily English Language Development (ELD) and Academic Language Development (ALD) intervention block will need to be revisited for the 2019-2020. The time of the program will increase from 30 to 45minutes. The classes will be by single grade level and language ability specific. The teachers will be required to the ELD and intervention materials for Journeys and Collections.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

### **Mathematics**

For the 2018-2019 school year there was one Math related goal to address the need of all grades and subgroups. In an effort to provide support for this goal. In an effort to provide support for this goal, the use of Key instructional strategies: AVID Strategies, Glad Strategies, close reading, cross curricular academic language development. In addition to After school intervention program with a focus on math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall there was 6% growth in the area of Mathematics school-wide. Only 33% of students achieved at or above the standard on the IREADY ELA (K-2 grade) and CAASPP (3-6 grade) assessments which was far below the goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 funds were spent on four areas for this goal: Support Positions, Extra Duty Assignments, Materials, and Equipment. Support Positions were the Instructional aides and Program Aide. These cost have increased due to benefits. The Supplemental Materials and intervention curriculum were purchased for students performing below standard. The extra duty assignments covered the after-school intervention program. We are now monitoring our balances and expenditures throughout the school year, where  $\frac{1}{2}$  should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional Math support will be added to the Saturday Academies and Blended learning strategies.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

### **School Environment**

By the end of the 2018-2019 school year, we would like to provide a safe campus for students, teachers and parents, by implementing at least 3 measures to improve safety and boost morale on our campus. We are in our fourth year of PBIS implementation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Positive Behavior Intervention and supports (PBIS) strategies have been successful. We have received the California PBIS Coalition Gold Implementation Award. 83% of the students have 0-1 Office Discipline Referrals (ODR). We began adding Tier 2 supports for the 12% that received 2-5 ODRs and Tier 3 supports for the 5% that received 6 or more ODRs. We have award assemblies every month. Student can use incentive dollars (Buzz Bucks) in the Buzz Store every month.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 funds were spent on two areas for this goal: Materials and printing. Materials that consisted of paper, poster rolls and laminating film, items that increase in cost yearly. The printing projects consist of ODR forms printed in triplicate, AVID organizational tools, and PBIS incentives. Since the Printing Services Department in the district has been downsized, we have to rely on outside printing companies and their rates are higher. We are now monitoring our balances and expenditures throughout the school year, where  $\frac{1}{2}$  should be spent by December and the remainder by Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

### **Parent Involvement**

By the end of the 2019-2020 school year, Hudnall Elementary school will increase the number of official volunteers to 35 consistent Volunteers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Hudnall provides parents with various opportunities to volunteer and support the school community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 funds were spent on four areas for this goal: Support Positions, Extra Duty Assignments, Materials, and Equipment. Support Positions include Program aide to assist with the parent meeting, trainings and activities. The extra duty covers staff support during afterschool meeting, trainings and activities. Materials and equipment were purchased to support trainings, meetings, and activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes to this goal.

## Budget Summary and Consolidation

### Budget Summary

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 180,077

### Consolidation of Funds

List the Federal programs that the school is consolidating in the school wide program. Adjust the table as needed.

Federal Programs	Allocation (180,077)
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Subtotal of consolidated federal funds for this school:

List the State and local programs that the school is consolidating in the school-wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP supplemental/concentration funds	\$27,639



# INGLEWOOD UNIFIED SCHOOL DISTRICT

Hudnall

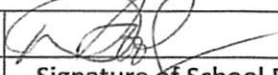
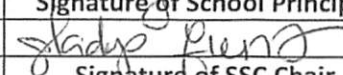
## School Plan for Student Achievement

### ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

Assurances	Approval Date
The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.	7/20/20
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	1/20/21
The school site council reviewed the content requirements for school plans of programs included in this School Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	1/20/21
This school plan is based upon 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.	1/20/21
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: English Learner Advisory Committee; Gifted and Talented Education Advisory Committee	10/2/20
<b>Approvals</b>	
The school plan was adopted by the council	1/20/21
Public Notice Due Date	1/15/21
District Governing Board Review Due Date	
School Site Plan Approved	
Attested by School Principal	2/22/21
Attested by School Site Council Chairperson	2/22/21

### Attested

Dawnyell Goosby		2/22/21
<b>Typed Name of School Principal</b>	<b>Signature of School Principal</b>	<b>Date</b>
Gladys Fuentes		2/22/21
<b>Typed Name of SSC Chair</b>	<b>Signature of SSC Chair</b>	<b>Date</b>