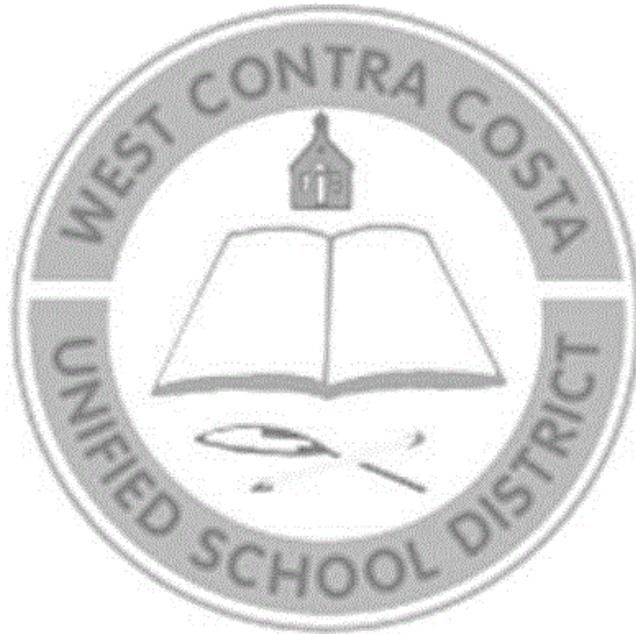


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

DOVER ELEMENTARY



Board Approval Date: December 5, 2018
Contact Person: Melynda Piezas
Principal: Melynda Piezas
Address: 1870 19th Street
City: San Pablo, CA 94806
Telephone Number: 231-1420
E-mail address: mpiezas@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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School Site Council (SSC) Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:
[Redacted]
4. The school site council reviewed the content requirements for school plans of programs included in this Single 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 Control Accountability Plan.
5. This school plan 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 school plan was adopted by the school site council on: 10/15/18
[Redacted]
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Melynda Piezas
Typed name of school principal

[Redacted]
Signature of school principal

10/15/18
Date

Jessica Garcia
Typed name of SSC Chair

[Redacted]
Signature of SSC Chair

10/15/18
Date

Elementary School Site Council Membership Roster

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

Names of Members	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
Parent #1	Imelda Rosillo			
Parent #2	Lilian Orellana			
Parent #3	Maribel Correas			
Parent #4	Felix Ramirez			
Parent #5				
School/Other Members				
Teacher #1	Nicole Wheeler			
Teacher #2	Stacey Tanaka			
Teacher #3	Anthony Fresquez			
Other	Estrella Rodriguez			
Principal	Ruby Gonzalez			

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

		Choose one task management option for each step		
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				Delegated to ILT and then presented to SSC.
Step 2	Gather input from	Process:	or	Process:
				Benchmarks & Surveys by ILT, then presented to SSC
Step 3	SPSA strategies development	Process:	or	Process
				Designed and developed by ILT Members
Step 4	Budget development	Process:	or	Process:
				Principal creates a draft based on input from teachers & staff. Next principal presents to ILT, then SSC for review and approval.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				ILT goes through each content area, then principal & VP present to SSC.

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS **Goal 1: Improve Student Achievement**
Goal 2: Improve Instructional Practice
Goal 3: Increase Parent and Community Engagement and Involvement
Goal 4: Improve Student Engagement and School Climate Outcomes
Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Dover Theory of Action

2018-2019

Dover's Theory of Action

IF we provide Daily, Rigorous TCWP in conjunction with English Language Development, Daily language objectives that offer opportunities for Student Discourse/Collaborative Conversations, and authentic formative assessments

We will see academic growth in the ELA/ELD Writing

IF we provide parents with the necessary tools & resources to read and write with their children at home, practice fluency & comprehension strategies, at every school event...

We will see increased fluency in reading and writing, which ultimately will contribute to growth in ELA and ELD.

IF we implement school-wide behavior management implementation systems along with restorative practices, including Professional Development for all teachers & staff, yard supervisors, and making personal positive connections with all students...

We will see more positive behaviors, increased student engagement, reduced out of class referrals, and a strong and supportive school climate.

Data Analysis

Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction	
Academic Data			
Choose 3	STAR Early Literacy	Area of strength	1st Grade students increased on STAR by 33% (from 16% to 49% in March)
	STAR Reading	Area of concern	2nd-6th average was an increase of .5 grades from Sept. 2017 - March 2018. 5th Grade had a .7 increase.
	Benchmarks: Math K-2 & 3rd-6th	Area of concern	K-2: 3% increase (87-90% Bench 3 Feb/Mar); 1st 65% decrease (82-17%); 2nd 26% increase (50-76%)
	Benchmarks: ELA Writing	Area of concern	K: 15% increase (T1 33%, T248%); 1st Gr. 7% increase (35% -42%); 2nd Gr. 31% (9%-43%); 3rd Gr. 20% (21%-41%); 4th Gr. 5% decrease (55%-50%); 5th Gr. 3% decrease (28%-25%); 6th Gr. 3% increase (19%-22%) Overall 10% increase up to February
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	ADA last year 94.76
	Suspension	Area of concern	
	Parent/Community Survey	Area of strength	By April 2018 32% of African American parents attended school events such as Back to School Night (31%); Open House (33%) & Multicultural Health Fair ().
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	2017-2018 Star Early Literacy (to be replaced by FastBridge) K: 16% 1: 56% Star Reading Scores 2: 2.5, 3:3.0, 4: 3.6, 5: 4.2, 6: 4.5	75% of 3rd - 6th Gr. students will grow at least 1 year on Star Reading test	Students in 3rd through 6th grade	Annual progress reports generated by Star reading	Goal 1:Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	Growing 10 points towards SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Give STAR test for baseline then monthly going forward			Starting in August 2018 & ongoing		
2	PD from TWCP for a group of 10 teachers including all ILT Members			As soon as available from district		7000
3	TOSA Instructional Specialist (Reading, Math, ELD)				112651	15000
4	Cycle of Inquiry concerning reading data			September 2018 & ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	1746	5020
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing	10000	5000
7	Hire 27% Instructional Aide			Ongoing		8824
TOTAL					124397	40844

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	IAB scores from 2017-2018 school year: 3: 33% near; 67% below 4: 18% above; 40% near; 425 below; 5: 6% above; 47% near; 47% below; 6: 20% near, 80% below. My Math and Big Ideas assessment scores will replace IAB scores as data used for guiding instruction in 2018-2019 school year.	By June 2019 70% of all student k-6 will advance 70% from initial baseline assessment.	Students from k - 6th grade	My Math & Big Ideas Benchmarks	Goal 1:Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	Growing 15 points towards SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	635	2500
2	Provide professional development opportunities: on and off site including peer observations and teacher extra hours for training.			Ongoing	1000	4000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing	1000	9000
4	Provide after school tutoring			Ongoing		2170
5						
6						
7						
TOTAL					2635	17670

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	2017-2018 ELD writing sample scores third trimester meeting or exceeding expectation: k:76% 1: 23%, 2: 35% 3: 20%, 4: 59%, 5:34% 6: no data	60% of EL students will utilize academic language in grade level appropriate writing by moving up one level on 0-4 scale focusing on word usage and sentence structure.	Students in K - 6th Grade	District created ELD writing rubric for ELD students (CCCS adapted).	Goal 1: Improve student achievement for all students and accelerate student learning increases for English language learners (EL), low income (LI) and foster youth (FY).	Percent of students scoring Early Advanced/Advanced on the CELDT will increase by 3%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Share writing samples during collaboration meetings			Ongoing		
2	Use Academic Language Focus			September 2018 and ongoing		500
3	PD from Lead Teachers to all staff members during Extended Staff Meetings/PD			September 2018 and ongoing		3500
4	Cycle of Inquiry (DDI) and uploading all published Writing on Google Docs.			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	1500	5750
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			As needed	1000	4000
7	African American Male Group Leader to promote academics and behavior			November 2018	1000	8000
TOTAL					3500	21750

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	2017-2018 Star Early Literacy (to be replaced by FastBridge) K: 16% 1: 56% Star Reading Scores 2: 2.5, 3:3.0, 4: 3.6, 5: 4.2, 6: 4.5	By June 2019 75% of African American/black students will increase reading level by 1 year.	African American/black students	STAR Reading scores	Goal 1: Improve student achievement for all students and accelerate student learning increases for English language learners (EL), low income (LI) and foster youth (FY).	Growing 10 points towards SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide materials and supplies for each parent event			Starting in August		1250
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Starting in August and ongoing		1250
3	Provide professional development opportunities on and off site including contracts, and teacher extra hours for training.			Starting in August and ongoing		2500
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		2200
5						
6						
7						
TOTAL					0	7200

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Last year's ADA is 94.76%	By June 2019 attendance will increase by 1%	All students	ADA Attendance Reports	Goal 4 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			Ongoing		1398
2	Hold trimester Perfect & Improved Attendance Assemblies			By November, March & June		1000
3	Pizza with the Principal/Vice Principal			By September & ongoing once/month		1000
4	Homework passes for students who have perfect and improved attendance			Ongoing		
5						
6						
7						
TOTAL					0	3398

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

ILT Goals

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
	Initial goals set in ILT meeting in August 2018	By June 2019 all ILT Members & Homegrown Institute participants will have been trained with TCWP will pilot the program in their class rooms. They will collaborate to come to a concensus on rubrics and writing samples.	ILT Members & Homegrown Institute Participants	Extended Staff Meetings/PD Agendas & Google Docs uploaded Writing samples for 3rd - 6th Grade	2: Improve Instructional Practice through Professional Development and Professional Learning Communities at schools and recruiting and retaining high quality teachers and principals	Measure CCSS implementation using classroom rubric. Ongoing Professional Development to be provided by certificated staff in CCSS including ELD Standards.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2	ILT will prepare for monthly PDs			Ongoing		
3	ILT members will attend the visitation writing labs if Dover doesn't get selected as visitation site			As programmed by district		
4	ILT members will attend monthly 1.5 hr. meetings & additional meetings as needed			August		
5	ILT will generate a Google Doc for all teachers to upload the published writing samples			September		
6						
7						
TOTAL					0	0

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	162903	0
Title I	139532	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	162903
Title I	139532

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.